

# ***I-E-KO-KO!***

## An Introduction to Cook Islands Māori

Teachers' Guide and Support Materials  
Language Learning Series

Preface  
Modules 1–20

Ministry of Education

Learning Media

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# PREFACE

## I-E-KO-KO! An Introduction to Cook Islands Māori

A Learning Languages Series resource

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# INTRODUCTION

Kia orāna!

Welcome to the Learning Language Series course *I-E-KO-KO! An Introduction to Cook Islands Māori*. This course provides an integrated package of materials designed to offer flexible entry-level resources for teachers and students who are new learners of the Cook Islands Māori language.

The design of the course acknowledges the fact that, for many teachers, this may be the first association they have with a Pasifika language. It encourages teachers to adopt the role of the facilitator in the classroom, learning along with the students and potentially learning from them.

Please don't worry, and reassure students so that they don't worry, if you don't understand some words throughout the course. Learners are not expected to understand every word. However, the DVD will clearly focus on the target language for you, and the presenter will identify the language focus throughout. Don't worry about pronunciation either. You will hear everything you need to say in Cook Islands Māori on the audio CD, and there will be lots of opportunities for practice.

## ***The components of this resource***

### ***The DVDs***

The DVDs provide audio-visual material for each unit of the course. It is intended that they be played at the beginning of the first lesson of each unit – i.e., at the start of Lesson A – as a means of introducing the language for that module.

Each DVD unit runs for approximately six minutes and comprises presenter-linked sequences which include dramas based around the adventures of a student visiting family in the Cook Islands. There are six dramas in this course, and each drama is repeated three or four times, each time with a different language focus depending on which unit is being studied. Each DVD unit also provides specific instruction on that unit's language focus and includes a glimpse of the culture and people of the Cook Islands.

Repetitive viewing of the dramas and the language points is recommended, supporting the concept "a little, often". For example, part or all of a DVD unit might be shown before the students go to lunch or at the end of the day – outside language-learning times. The same approach might also be adopted for use of the audio CDs which are provided as part of the course materials. It is suggested that the rewind button is often very valuable when learning another language. There's no need to review the whole unit – choose short sections.

The DVDs contain a preface and 18 units. Units 10 and 19 of the course are revision units and have no DVD material to accompany them. A DVD transcript of the drama for each unit is provided at the end of the printed version of the unit.

### ***The printed materials***

The printed material comprises this preface and 20 units of work, each with three lesson plans. Each unit has its own themes, learning outcomes and curriculum links, language targets, language structures, cultural aspects, and notes for the teacher. All the materials required are listed on the first page of each lesson. Some of these materials are OHTs, checksheets, and worksheets that are included in this resource. Other materials are also listed; you or your students will need to gather these.

This preface includes the following sections:

- an introductory section (on pages 6–8);
- an overview of the course (on pages 9–13), which could be enlarged and displayed;
- tips for learning languages (on page 14);
- some Cook Islands Māori language for use by the teacher in the classroom (on page 15);
- teacher information (on page 15) about the sociocultural material in the units;
- a glossary of the language covered in the lesson plans (on pages 16–24);
- an index of the DVD material for each unit (on pages 25–26);
- an index of the audio material for each unit and a transcript of audio tracks 1 and 2 (on pages 27–28);
- a list of references (on page 29).

### ***The audio CD***

Audio transcripts are provided at the end of each unit, except units 10 and 19.

### ***Website link***

Information to support the course is available at:

<http://www.tki.org.nz/learninglanguages>

This site offers additional information, links to other websites, and a range of other support materials.

### ***The approach to learning Cook Islands Māori***

*I-E-KO-KO! An Introduction to Cook Islands Māori* is based on levels 1 and 2 of *Cook Islands Māori in the New Zealand Curriculum*. This in turn is directly linked to the overarching document *The New Zealand Curriculum* (Ministry of Education, 2007). The statement for the Learning Languages area and the level 1 and 2 achievement objectives in *The New Zealand Curriculum* set the direction for students' learning.

#### **Proficiency Descriptor**

Students can understand and use familiar expressions and everyday vocabulary.

Students can interact in a simple way in supported situations.

*The New Zealand Curriculum* (Learning Languages foldout page)

Under the heading Communication, the statement for the Learning Languages area at levels 1 and 2 says that students will develop key competencies in selected linguistic and sociocultural contexts as they work towards the following achievement objectives:

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others.

Under the heading Language Knowledge, the statement says that students will:

- recognise that the target language is organised in particular ways;
- make connections with their own language[s].

Under the heading Cultural Knowledge, the statement says that students will:

- recognise that the target culture[s] is [are] organised in particular ways;
- make connections with known culture[s].

*Cook Islands Māori in the New Zealand Curriculum*, which is the basis for this course, sits beneath *The New Zealand Curriculum*.

The course comprises 20 units of work, each with a distinct theme. Within each unit of work, three lessons are outlined – A, B, and C.

The course has been designed to run for 20 weeks with three half-hour lessons offered per week. However, it is understood that this may not be possible, given the busy nature of many school programmes, and that it may take longer than 20 weeks to complete the course. Scheduling of the course will vary for each school, but it is suggested that “a little, often” can be the best way to learn another language, and regular timetabling is recommended.

*I-E-KO-KO! An Introduction to Cook Islands Māori* is a communicative language programme which promotes pair and group work, with the students speaking to each other in the target language as much as possible. Sessions are often likely to be very busy, and it is anticipated that some may be surprised that they are intended as 30-minute lessons. However, the pace at which classes work varies greatly, and there are no time limits on these activities – teachers are encouraged to view themselves as being learners themselves and to remember that students at this level can often learn languages very quickly and successfully. Teachers should set the pace of lessons accordingly.

Finally, teachers are encouraged, now, to take a moment to acquaint themselves with all the elements making up *I-E-KO-KO! An Introduction to Cook Islands Māori*, including viewing the DVD material produced to support the course. As you commence the course itself, you may wish to take the materials home on a regular basis to preview the upcoming unit of work. As well, it is suggested that teachers explore opportunities that may be available to them within their local community to further their study of the Cook Islands Māori language.

For further information on how to prepare for and establish a successful languages programme, consult *Learning Languages: A Guide for New Zealand Schools*, Ministry of Education (2002) and *Cook Islands Māori in the New Zealand Curriculum*.



## OVERVIEW OF THE COURSE

UNIT NUMBER (Theme)	OBJECTIVES (Learning outcomes)	NEW WORDS (Language targets)
<b>UNIT 1</b> <b>‘Akatomo’anga</b> <b>Introduction</b>	Recognise some words common to New Zealand Māori and Cook Islands Māori as well as some English words adapted into Cook Islands Māori; find the Cook Islands on a map and name some of the main islands; identify the letters and sounds of the Cook Islands Māori alphabet; ask people’s names and say their own names; greet, farewell, and thank people.	kia orāna, ‘aere rā, ‘ē no’o rā, pē’ea koe? meitaki, meitaki ma’ata, tōku ingoa, tō’ou ingoa, te Kūki ‘Airani, ko’ai?
<b>UNIT 2</b> <b>‘Aka’āravei’anga</b> <b>Getting to Know You</b>	Give their own name in Cook Islands Māori; give their parents’ names in Cook Islands Māori; say their family name (surname); say where their family originally comes from; say who their friend is in Cook Islands Māori; say who their friend’s mother is; say who their friend’s father is; say where their friend’s family originally comes from; introduce their friend to a group.	māmā, pāpā, kōpū tangata, ingoa kōpū tangata, tō’ou, tōna, tō mātou, no’ea mai?
<b>UNIT 3</b> <b>Nūmero</b> <b>Numbers</b>	Count from 1 to 10 in Cook Islands Māori; give their phone number and ask someone for their phone number; recognise the numbers 11–20 and the pattern for counting from 11 to 20 (and from 21 to 99); say their age and ask how old someone is.	kāre, ta’i, rua, toru, ‘ā, rima, ono, ‘itu, varu, iva, ta’i nga’uru, ta’i nga’uru mā ta’i, ta’i nga’uru mā rua, ta’i nga’uru mā toru, rua nga’uru, ōku mata’iti, ō’ou mata’iti, ōna mata’iti, terepōni, nūmero, ‘ea’a?, ‘ē’ia?.

UNIT NUMBER (Theme)	OBJECTIVES (Learning outcomes)	NEW WORDS (Language targets)
<b>UNIT 4</b> <b>Ngutu‘are Tangata</b> <b>Family</b>	<p>Say how many brothers or sisters they have; ask others who is in their family and say who is in their own family, including their brothers or sisters, their grandparents, their parents’ brothers and sisters, and their cousins (the children of their parents’ brothers and sisters); ask others who is in their <i>ngutu‘are tangata</i> (household family) and say who is in their own; and discuss (in English and/or Cook Islands Māori) the roles of <i>teina</i> and <i>tuakana</i>.</p>	<p>tua‘ine, tungāne, māmā rū‘au, pāpā rū‘au, tamā‘ine, tamaiti, tuakana, teina, ‘akametua, ‘akametua va‘ine, ‘akametua tane, ‘akatua‘ine, ‘akatungāne, ‘akatuakana, ‘akateina, ngutu‘are tangata.</p> <p>Ko‘ai au?</p>
<b>UNIT 5</b> <b>Tutu Akara‘anga</b> <b>Describing People and Things</b>	<p>Describe people’s faces and hair; talk about hair and eye colours in Cook Islands Māori; ask “Who is he/she?”; identify pictures of people by listening to brief descriptions; write a description of someone; and talk about some shapes and colours.</p>	<p>tamāroa, tamā‘ine, tāne, va‘ine, rauru, mata, taringa, putāngi‘u, va‘a, tītī‘a mata, ‘uru‘uru va‘a, katu pa‘ore, kara, teatea, rengarenga, matie, auika, kerekere, paraoni, re‘ure‘u, muramura, rauru roroa, rauru poto, rauru mingimangi, rauru tikatika, tīvaevae, punupunu, pi‘a, tiare, nō‘ai?, mē.</p>
<b>UNIT 6</b> <b>Tuātau: te Ora, te au Rā, ‘ē te au Marama</b> <b>Time, Days, and Months</b>	<p>Ask what day it is and respond to that question; ask what day it was yesterday and what day it will be tomorrow and respond; ask what month it is and respond to that question; express birth dates; tell the time using “o’clock” and “half-past” in Cook Islands Māori; use phrases for morning, afternoon, and evening; give and respond to an invitation.</p>	<p>‘āe, kāre, rā, ‘epetoma, marama, mata‘iti, pōpongi, avatea, a‘ia‘i, pō, tēia rā, āpōpō, i nana‘i, Tāpati, Mōnitē, Ru‘irua, Ru‘itoru, Paraparau, Varaire, Ma‘anākai, Tiānuare, Pēperuare, Māti, ‘Āperirā, Mē, Tiūnu, Tiurai, ‘Aukute, Tepetema, ‘Okotopa, Noema, Titema, ora, ‘āpa nō te ora, ora pure, ora kanga, ora kaikai, rā ‘ānau‘anga.</p>

UNIT NUMBER (Theme)	OBJECTIVES (Learning outcomes)	NEW WORDS (Language targets)
<b>UNIT 7</b> <b>Te Pi'a 'Āpi'i</b> <b>The Classroom</b>	Identify classroom items, including books, pencils, rubbers, rulers, bags, desks, chairs, rubbish bins, doors, windows, and computers; respond to simple instructions in Cook Islands Māori; respond orally by saying “ ‘āe /yes”, “kāre/no”, and “Kāre au i kite/I don't know”; ask where an object is in the classroom; and say where an object is in the classroom.	‘āpi'i, pi'a 'āpi'i, 'ōmai, puka, pēnitara, vairanga penitara, pēni, rapa, rūra, kete, kaingākai, no'o'anga, kamupīuta, papa tātā, ngūtupa, māmarama, vairanga tītā, runga ..., roto ..., va'o, raro ..., mua ..., muri..., tei 'ea?
<b>UNIT 8</b> <b>Tāmataora: 'Īmene e te 'Ura</b> <b>Celebrations: Song and Dance</b>	View a Cook Islands cultural celebration and choose a cultural celebration to find out about; work in groups to gather information about a specific Cook Islands celebration; work as part of a group to plan and present a specific Cook Islands celebration; and give constructive feedback on other groups' presentations.	'Aere mail; mataora, mānea, reka, rekareka, 'īmene, 'ura, 'apinga aro'a, kai, umukai, tūoro, pupu tārekareka, pupu 'ura, tangata rutu pa'ū, maeva nui, tāmataora, 'ei katu, 'ei kakī.
<b>UNIT 9</b> <b>Kai</b> <b>Food</b>	Recognise and say the names of some fruits and vegetables; say the names of some other common foods and some drinks; ask for food or drink politely; ask what foods other people like; say what foods they themselves like; and say what foods they dislike.	'inangaro, kai, vai, kakī vai, pongi, 'ānani, 'āpara, meika para, meika pī, 'ara painapa, vī, vine, taro, kāpati, 'ōniāni, tārāti, tōmāti, pī, kūmara, moa, ika, pata, varāoa, tiāmu, ū, tuka, kaope, tī.
<b>UNIT 10</b> <b>Tāmoumou 'Āpi'i</b> <b>'Aka'ou</b> <b>(Revision): Units 1–9</b>	Revise units 1–9.	
<b>UNIT 11</b> <b>Tārekareka Tipōti</b> <b>Sports</b>	Say the names of different sports in Cook Islands Māori and English; say what sports people play; say when people play a sport; say what sports they like and don't like; say what sports they play in summer and winter; and say what sports are their favourites.	tārekareka tipōti, tu'epōro, ketepōro, pā pōro, patu pōro, tūpā'oro'oro ngaru, tūpā'oro'oro rākau, pā pōro rākau, pā pōro kinī, kau, 'oro, tuātau anu, tuātau ma'ana, rava

UNIT NUMBER (Theme)	OBJECTIVES (Learning outcomes)	NEW WORDS (Language targets)
UNIT 12 Ma'ani 'Apinga Māori Making Māori Things	Name and describe some traditional arts and crafts; make an 'ei katu; and garland others with their 'ei in the context of an appropriate role play or real life situation.	'ei, tiare pēpa, nira, pākoti, taura, 'ei tui, 'ei taviri, uāti, pōro, pera.
UNIT 13 Pē'ea Au? How Am I Feeling?	Say that they feel hot or cold; revise saying that they feel hungry or thirsty; ask others how they feel and say how someone feels; say how they themselves feel; and demonstrate or explain their understanding of how participants in a Cook Islands celebration might feel during the occasion.	maromaroā, ro'iro'i, riri, vera, anu, meitaki, makimaki, ākā.
UNIT 14 'Āpi'i School	Name subjects that they study at school; describe some of the jobs that people do in schools; say that they (or their partner) like or dislike subjects that they study at school; and talk about times, days, and feelings in relation to different sports and subjects at school.	tamariki, pū'āpi'i ma'ata, pū'āpi'i, tauturu pū'āpi'i, tangata tiaki i te 'āpi'i, tēkeretere, va'ine 'oko'oko kai, 'āpi'i, tauturu, 'anga'anga, tu'a, tatau (tatau puka), nūmero, 'āpi'i nūmero, tātā, 'āpi'i 'akaketaketa, taieni, 'āpi'i tūranga piri'anga, torō 'ē te pēni, 'imene 'ē te au 'apinga 'akatangitangi, te 'āpi'i ma'ani'anga 'apinga, te reo Papa'ā.
UNIT 15 Ngutu'are Home	Give the names of the rooms of a house in Cook Islands Māori; name and describe some household furnishings and furniture and say where they are; and describe houses, rooms, and furniture in terms of colours and positions.	ngutu'are, pi'a moe, pi'a tunu kai, pi'a kaikai, pia no'ono'o, 'are meangiti, pi'a pā'i, pi'a pu'a kāka'u, ro'i, 'apinga tāmā'ana'ana, tīvī, umu (papa'ā), ārai māramarama, 'āriki kaingākai, tēia, tēnā, tērā.

UNIT NUMBER (Theme)	OBJECTIVES (Learning outcomes)	NEW WORDS (Language targets)
UNIT 16 ‘Oko’oko Shopping	Discuss shopping in the Cook Islands (in English); ask to buy a food item; reply to such a request; ask whether a salesperson has specific food items at their shop or stall; respond to such a question; ask how much something costs; and say how much something costs.	tene, tārā, ‘oko.
UNIT 17 Reva Weather	Talk about weather in the Cook Islands in Cook Islands Māori; say what the weather is, was, or will be like in a certain place on a certain day; give a short weather forecast; and say what activities people do in particular types of weather.	reva, ua, uaua, rā, ‘iti te rā, mānea, matangi, mātangitangi, marino, ‘uri’ia, kiona, tāpokipoki, tuātau ‘uri’ia, (Mōnitē) i topa ake nei, i te Mōnitē, a te Mōnitē.
UNIT 18 Kāka’u Clothes	Name items of clothing and their colours; ask for an item of clothing in a shop; specify the colour and size of an item of clothing; and talk about clothing worn by Cook Islands people on special occasions.	kāka’u, tōtini, tāmaka, pona (pona tāne), piripou, piripou poto, piripou roa, pona (pona va’ine), pare, pereue, pāreu, kāka’u ‘āpi’i, vāito meangiti, vāito ma’atama’ata.
UNIT 19 Tāmoumou ‘Āpi’i ‘Aka’ou (Revision) Units 11–18	Revise units 11–18.	
UNIT 20 ‘Aere Rā Farewell	Understand some of what happens at a Cook Islands farewell; say some suitable things at a farewell; and take part in a farewell celebration.	mā’ara’ara, mi’i, ngaropōina, ‘ārāvei, anoano, tiaki, aru, ‘inangaro’ia, viviki, ‘aka’ou, i te mea, kāre e ngaropōina iāku, ‘aere rā, kia manuia koe.

## TIPS FOR LEARNING LANGUAGES

You and your students will do well to seek out opportunities to use the language you are learning. Invite first-language speakers of Cook Islands Māori to visit. Have a lot of fun.

Homework is a good idea, but let it be short, regular, and reinforcing work done in class. Often, homework could simply be to “show off” to those at home what you have learned today – to sing them a song or teach them a new expression.

You will need to explain to students that to “learn” a word or expression means:

- knowing how to *say* it
- knowing what it *means*
- knowing how to *use* it
- knowing how to *spell* it.

# COOK ISLANDS MĀORI IN THE CLASSROOM

## *Classroom language*

Teachers can listen to these expressions on track 2 of the audio CD, practise them, and then use them in the classroom as appropriate. The students are learning to follow these simple instructions and respond to other classroom language, which means they don't have to actually produce the language listed below. Rather, they should show their understanding by responding appropriately.

'Aere mai ki roto, 'inē?	Please come inside.
'Aere atu ki va'o, 'inē?	Please go outside.
'Ākara mai ki āku, 'inē?	Please look at me.
'Ākara mai ki te papa tātā.	Please look at the whiteboard.
'Akarongo mai, 'inē?	Please listen.
'Ē tiki i tā'au pēni.	Take your pen out.
'Ē no'o, 'inē?	Please sit.
'Ē tū ki runga.	Stand up.
Kua mārama kōtou?	Do you understand? (to a group)
Meitaki ma'ata!	Very good!
Kāore atu!	Fantastic, unbelievable!
Koia ai!	That's it! Right!
E ui'anga tā'au?	Have you any questions? (to one person)
E ui'anga tā kōtou?	Have you any questions? (to a group)
Kua mārama koe?	Do you understand? (to one person)
Kua mārama kōtou?	Do you understand? (to a group)
'Āe.	Yes.
Kāre.	No.
Kāre au i kite.	I don't know.

## TEACHER INFORMATION ABOUT THE CULTURAL ASPECTS

This information, which is provided with every unit, was gathered from Tupu teachers' notes and other Ministry of Education resources, including *Te Pukapuka 'Ua Nei Matou* and *A Cook Islands Family in New Zealand*. It also includes cultural information provided by the advisory group.

## GLOSSARY

‘ā	four
ā te Mōnitē	on (next) Monday ( <i>future tense</i> )
a‘ia‘i	afternoon (especially late afternoon)
‘āe	yes
‘Aere mai!	Welcome! (Come here!)
‘aere rā	goodbye (to someone who is going)
‘aere rā, kia manuia koe	goodbye and good luck
ākā	very, a lot of
‘aka‘ou	again, repeatedly
‘akametua	like a parent; aunt, uncle
‘akateina	like a <i>teina</i> ; cousin
‘akatua‘ine	like a sister (of a boy or man); cousin
‘akatangāne	like a brother (of a girl or woman); cousin
‘akatuakana	like a <i>tuakana</i> ; cousin
‘ānani	orange (the fruit)
‘anga‘anga	to work
anoano	want, wish, need
anu	cold
‘āpa nō te ora	half past
‘āpara	apple
‘Āperirā	April
‘āpi‘i	school; to teach
‘āpi‘i ‘akaketaketa	physical education
‘āpi‘i nūmero	maths
‘āpi‘i tūranga piri‘anga	social studies
‘apinga aro‘a	a gift (literally, given with love)
‘apinga tāmā‘ana‘ana	heater
āpōpō	tomorrow
‘ara painapa	pineapple
ārai māmarama	curtains
‘ārāvei	to meet
‘are meangiti	toilet
‘āriki kaingākai	tablecloth
aro‘a	love
āru	follow, go with
auika	blue
‘Aukute	August



# *GLOSSARY (continued)*

avatea	late morning and early afternoon
‘ē no‘o rā	goodbye (to someone who is staying)
‘Ē‘ia?	How many?
‘Ēa‘a?	What?
‘ei	garland of flowers
‘ei kakī	necklace or garland ‘ei
‘ei katu	head ‘ei
‘ei taviri	wrapped or bound ‘ei
‘ei tui	stitched or sewn ‘ei
‘epetoma	week
i nana‘i	yesterday
i te mea	because
i te Mōnitē	last Monday ( <i>past tense</i> )
i topa ake nei	just past
ika	fish
‘imene	songs, hymns
‘imene ‘ē te au ‘apinga ‘akatangitangi	music
‘inangaro	want
‘inangaro rava atu	the ultimate, the best, (my) dream
‘inangaro‘ia	need, desire
ingoa	name
ingoa kōpū tangata	family name (surname)
‘iti te rā	sunshine, sunny
‘itu	seven
iva	nine
kai	food
kaingākai	desk, table
kāka‘u	clothing
kāka‘u ‘āpi‘i	school uniform
kakī vai	thirsty
kamupīuta	computer
kaope	coffee
kāpati	cabbage
kara	colour
kāre	no, negative, nothing, never, zero

# *GLOSSARY (continued)*

kāre e ngaropōina iāku

katu pa'ore

kau

kerekere

kete

ketepōro

kia orāna

kiona

Ko'ai?

kōpū tangata

kūmara

Ma'anākai

mā'ara'ara

ma'ata

maeva nui

makimaki

māmā

māmā rū'au

mānea

manuia

marama

māramarama

marino

maromaroā

mata

mata'iti

matangi

mātangitangi

mataora

Māti

matie

mē

Mē

meangiti

meika para

I will never forget

bald head

swimming

black

bag

netball

hi, hello

snow, snowy

Who, what name?

kin, ancestral family

kumara

Saturday

think of, remember

big

festival

unwell, sick

mum, mother

grandmother (*informal*)

attractive, appealing, beautiful, fine

lucky

month

window

calm

sad, unhappy

eye

year

wind

windy

cheerful, happy, entertaining

March

green

or

May

little, small

ripe banana

# *GLOSSARY (continued)*

meika pī

meitaki

meitaki, ma'ata

mi'i

moa

Mōnitē

mua ...

muramura

muri ...

ngaropōina

ngutu'are

ngutu'are tangata

ngūtupa

nira

Nō'ai ...?

No'ea mai?

no'o'anga

Noema

nūmero

ō'ou mata'iti

'oko

'Okotopa

ōku mata'iti

'ōmai

ōna mata'iti

'ōniāni

ono

ora

ora kaikai

ora kanga

ora pure

'oro

pā pōro

pā pōro kinī

pā pōro rākau

green banana

thank you; well, good

very well, thank you

miss, miss very much

chicken

Monday

ahead of, in front of ...

red

behind, at the back of ...

forget

home, household

household family

door

needle

Who has ...?

Where from?

chair

November

number, maths

your age

to buy or sell

October

my age

give me

his/her age

onion

six

o'clock (time, hour)

mealtime

playtime

prayer time

running

tennis

cricket

hockey

# *GLOSSARY (continued)*

pākoti  
 pāpā  
 pāpā rū'au  
 papa tāta  
 paraoni  
 Paraparau  
 pare  
 pāreu  
 pata  
 patu pōro  
 Pē'ea koe?  
 pēni  
 pēnitara  
 Pēperuare  
 pera  
 pereue  
 pī  
 pi'a  
 pi'a 'āpi'i  
 pi'a kaikai  
 pi'a moe  
 pi'a no'ono'o  
 pi'a pā'i  
 pi'a pu'a kāka'u  
 pi'a tunu kai  
 piripou  
 piripou poto  
 piripou roa  
 pō  
 pona (pona tāne)  
 pona (pona va'ine)  
 pongi  
 pōpongi  
 poro  
 pū'āpi'i

scissors  
 dad, father  
 grandfather (*informal*)  
 whiteboard  
 brown  
 Thursday  
 hat  
 wrap, printed material  
 butter  
 volleyball  
 How are you?  
 pen  
 pencil  
 February  
 toy windmill  
 coat  
 bean, pea  
 square; room; box  
 classroom  
 dining room  
 bedroom  
 sitting room, lounge  
 bathroom  
 laundry  
 kitchen  
 pants, trousers  
 shorts  
 long trousers  
 night  
 shirt  
 dress  
 hungry  
 morning  
 ball  
 teacher

## GLOSSARY (*continued*)

pū‘āpi‘i ma‘ata

puka

punupunu

pupu ‘ura

pupu tārekareka

pure

putāngi‘u

rā

rā ‘ānau‘anga

rapa

raro ...

rauru

rauru mingimingi

rauru poto

rauru roroa

rauru tikatika

rava

re‘ure‘u

reka

rekareka

rengarenga

reva

rima

riri

ro‘i

ro‘iro‘i

roto ...

Ru‘irua

Ru‘itoru

rua

rua nga‘uru

runga ...

rūra

ta‘i

ta‘i nga‘uru

principal

book

circle

dance group

group of entertainers

say grace

nose

sun; day

birthday

rubber

underneath, below ...

hair

curly (hair)

short (hair)

long (hair)

straight (hair)

definitely, completely, most

grey

like, enjoy

happy, pleased, excited

yellow

weather

five

angry

bed

tired

inside ...

Tuesday

Wednesday

two

twenty

on top of, above ...

ruler

one

ten

# *GLOSSARY (continued)*

ta'i nga'uru mā rua	twelve
ta'i nga'uru mā ta'i	eleven
ta'i nga'uru mā toru	thirteen
taieni	science
tamā'ine	daughter, girl
tamaiti	son, boy, child
tāmaka	shoes
tamariki	children, students
tamāroa	boy
tāmataora	performance, entertainment
tāne	man
tangata rutu pa'ū	drummer
tangata tiaki i te 'āpi'i	caretaker
Tāpati	Sunday
tāpokipoki	cloudy, overcast
tārā	dollar
tārāti	lettuce
tārekareka tipōti	sport
taringa	ear
taro	taro
tātā	writing
tatau (tatau puka)	reading
taura	thread
tauturu	to help
tauturu pū'āpi'i	teacher aide; (or deputy principal)
te 'āpi'i ma'ani'anga 'apinga	technology
te Kūki 'Airani	the Cook Islands
te reo Papa'ā	English (language)
teatea	white
Tei 'ea ...?	Where is ...?
tēia	this (by me)
tēia rā	today
teina	younger brother (or younger male cousin) of a boy; younger sister (or younger female cousin) of a girl

# *GLOSSARY (continued)*

tēkeretere

tēnā

tene

Tepetema

tērā

terepōni

tī

tiaki

tiāmu

Tiānuare

tiare

tiare pēpa

Tītema

tīti‘a mata

Tiūnu

Tiurai

tīvaevae

tīvī

tō mātou

tō‘ou

tōku

tōmāti

tōna

torō ‘ē te pēni

toru

tōtini

tu‘a

tu‘epōro

tua‘ine

tuakana

tuātau ‘uri‘ia

tuātau anu

tuātau ma‘ana

secretary

that (by you)

cent

September

that (over there)

telephone

tea

look after

jam

January

flower

paper flower

December

glasses

June

July

quilt

TV set

our (*more than three; includes speaker and listeners*)

your (*one person*)

my

tomato

his, hers, its

art

three

socks, stockings

to serve

football

sister (of a boy or man)

older brother (or older male cousin) of a boy; older sister (or older female cousin) of a girl

hurricane season

winter

summer

# *GLOSSARY (continued)*

tuka	sugar
tungāne	brother (of a girl or woman)
tūoro	call, shout of welcome
tūpā'oro'oro ngaru	surfing
tūpā'oro'oro rākau	skateboarding
ū	milk
ua	rain
uāti	watch
uaua	rainy
umu (papa'ā)	stove (modern stove, not earth oven)
umukai	feast
'ura	dance
'uri'ia	stormy
'uru'uru va'a	moustache; moustache and beard
va'a	mouth
va'ine	woman
va'ine 'oko'oko kai	lunch lady, canteen lady
va'o	outside ...
vai	water, drink
vairanga pēnitara	pencil case
vairanga titā	rubbish bin
vāito ma'atama'ata	big, very big (in measurement)
vāito meangiti	small (in measurement)
Varaire	Friday
varāoa	bread (flour)
varu	eight
vera	hot (feeling hot)
vī	mango
vine	grape
viviki	soon, quickly



## DVD INDEX

The preface in the written materials is complemented by a short introduction on the DVD. Units 1–9, 11–18, and 20 each have an accompanying section on the DVD that includes progressive scenes from a narrative about Ina from New Zealand visiting her relatives in the Cook Islands, language modelling from a studio team, and some cultural footage.

### *Preface (Teachers' guide)*

Includes an introduction to the DVD and its uses.

### *Unit 1: 'Akatomo'anga (Introduction)*

Includes scene 1 of Ina's story, hello and goodbye, the alphabet, and a brief description of the Cook Islands and their history.

### *Unit 2: 'Aka'ārāvei'anga (Getting to Know You)*

Includes scenes 2, 3, and 4 of Ina's story, introductions, and a piece on daily life and activities in the Cook Islands today.

### *Unit 3: Nūmero (Numbers)*

Revisits scenes 2 and 4 of Ina's story and includes numbers 1–20, ages, and phone numbers as well as presenting a hair-cutting ceremony.

### *Unit 4: Ngutu'are Tangata (Family)*

Includes scenes 5, 6, and 7 of Ina's story, language for family relationships, and a piece on the importance of family to Cook Islands people.

### *Unit 5: Tutu Akara'anga (Describing People and Things)*

Revisits part of scene 5 of Ina's story and includes descriptions of people and a piece describing animals in the Cook Islands.

### *Unit 6: Tuātau: te Ora, te au Rā, 'ē te au Marama (Time, Days, and Months)*

Includes scenes 8, 9, and 10 of Ina's story, days, months, and times o'clock, and a piece on Sunday and churches in the Cook Islands.

### *Unit 7: Te Pi'a 'Āpi'i (The Classroom)*

Revisits scene 10 of Ina's story and includes classroom instructions and questions about classroom objects as well as a piece on going to school in the Cook Islands.

### *Unit 8: Tāmataora: 'Īmene e te 'Ura (Celebrations: Song and Dance)*

Includes scenes 11 and 12 of Ina's story, language about birthdays and parties, and a description of how food is cooked in an umu.

### *Unit 9: Kai (Food)*

Includes scene 13 of Ina's story, talking about foods, and a description of how people buy food and eat it in the Cook Islands.

### ***Unit 10: Tāmoumou ‘Āpi’i ‘Aka’ou (Revision) Units 1–9***

[Unit 10 is revision of units 1–9 and so has no associated DVD.]

### ***Unit 11: Tārekareka Tipōti (Sports)***

Includes scene 14 of Ina’s story, talking about sports, and a description of what young people do outside school time in the Cook Islands.

### ***Unit 12: Ma’ani ‘Apinga Māori (Making Māori Things)***

Includes scene 15 of Ina’s story, language for making ‘ei katu, and descriptions of how people make tivaevae and ‘ei in the Cook Islands.

### ***Unit 13: Pē’ea Au? (How Am I Feeling?)***

Includes scene 16 of Ina’s story, language for talking about our feelings, and a piece about the performing arts in the Cook Islands.

### ***Unit 14: ‘Āpi’i (School)***

Includes scene 17 of Ina’s story, language for school subjects and school staff, and a piece with more about school in the Cook Islands.

### ***Unit 15: Ngutu’are (Home)***

Includes scene 18 of Ina’s story, language for rooms and furnishings in houses, and a piece about houses, gardens, and plantations in the Cook Islands.

### ***Unit 16: ‘Oko’oko (Shopping)***

Includes scene 19 of Ina’s story, some language for buying and selling, and a piece about market day in the Cook Islands.

### ***Unit 17: Reva (Weather)***

Includes scene 20 of Ina’s story, some “weather” language, and a piece about weather in the Cook Islands.

### ***Unit 18: Kāka’u (Clothes)***

Includes scene 21 of Ina’s story, some “clothes” language, and a piece about what people wear in the Cook Islands.

### ***Unit 19: Tāmoumou ‘Āpi’i ‘Aka’ou (Revision) Units 11–18***

[Unit 19 is revision of units 11–18 and so has no associated DVD.]

### ***Unit 20: ‘Aere Rā (Farewell)***

Includes scene 22 of Ina’s story, some “farewells” language, and a scene showing Ina writing a letter from New Zealand to her family in the Cook Islands.

# AUDIO CD INDEX

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- Track 55 Vocabulary for unit 14
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- Track 59 Vocabulary for unit 15
- Track 60 Dialogue: my house
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- Track 64 Vocabulary for unit 16
- Track 65 Dialogue: at the shops
- Track 66 Dialogue: asking for items
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- Track 70 Vocabulary for unit 17
- Track 71 Dialogue: weather words and structures

- Track 72 Dialogue: What's the weather like?
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- Track 75 Vocabulary for unit 18
- Track 76 Dialogue: clothing
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- Track 79 Vocabulary for unit 20
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## Audio Transcript: Preface

### Track 1 I-E-KO-KO!

### Track 2 Preface: Introduction, Classroom Phrases, and Explanation

Kia orāna, and welcome to *I-E-KO-KO! An Introduction to Cook Islands Māori*. The following tracks are to help you on your way to learning Cook Islands Māori. To get started, here are a few phrases that can be used in the everyday classroom.

‘Aere mai ki roto, ‘inē?  
 ‘Aere atu ki va‘o, ‘inē?  
 ‘Ākara mai ki āku, ‘inē?  
 ‘Ākara mai ki te papa tātā.  
 ‘Akarongo mai, ‘inē?  
 ‘Ē tiki i tā‘au pēni.  
 ‘Ē no‘o, ‘inē?  
 Ē tū ki runga.

Meitaki ma‘ata!

Kāore atu!

Koia ai!

E ui‘anga tā‘au?

E ui‘anga tā kōtou?

Kua mārama koe?

Kua mārama kōtou?

### Everyday responses

‘Āe.

Kāre.

Kāre au i kite.

Each unit of the audio CD begins with the unit vocabulary followed by language or sentence structures used in that particular unit. Use this audio CD to help you learn new language and practise as much as possible on your journey to learning Cook Islands Māori.

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# Unit 1: ‘Akatomo‘anga (Introduction)

1

## Themes:

The Cook Islands, the people and languages of the Cook Islands, the Cook Islands Māori alphabet, and common greetings in Cook Islands Māori.

## Learning Outcomes:

By the end of this unit, students will be able to:

- recognise some words common to New Zealand Māori and Cook Islands Māori as well as some English words adapted into Cook Islands Māori;
- find the Cook Islands on a map and name some of the main islands;
- identify the letters and sounds of the Cook Islands Māori alphabet;
- ask people’s names and say their own names;
- greet, farewell, and thank people.

## Recognition

- be aware of the different languages and dialects of the Cook Islands;

## Curriculum Links

- 1.1 use everyday expressions to greet, farewell, and thank people;  
1.2 recognise and respond to greetings, farewells, and introductions.

## Language Targets

kia orāna	hi, hello
‘aere rā	goodbye (to someone who is going)
‘ē no‘o rā	goodbye (to someone who is stayng)
Pē‘ea koe?	How are you?
meitaki	thank you
meitaki ma‘ata	very well, thanks.
tōku ingoa	my name (is)
tō‘ou ingoa	your name (is)
te Kūki ‘Airani	the Cook Islands
ko‘ai?	who, what name?

## Letters and sounds of the alphabet

a, e, ng, i, k, m, n, o, p, r, t, u, v

ā, ē, ī, ō, ū

the glottal stop (‘)

## Language Structures

Kia orāna!	Hello!
Pē'ea koe?	How are you? (to one person only)
Meitaki ma'ata.	Very well, thanks.
Ko'ai tō'ou ingoa?	What is your name? (to one person only)
Ko __ tōku ingoa.	My name is __.

### Extension

Tuatua mārie mai i tō'ou ingoa. Sound out your name. (to one person only)

## Cultural Aspects

The Unit 1 DVD provides some information about Cook Islands history and geography. Note that when talking about the Cook Islands, the presenter (Caren) uses the colloquial expression “the Cooks”).

### Greetings

Cook Islands people live in widely scattered islands and there are variations in the language and in the culture from island to island.

Saying “Kia orāna” and “‘Aere rā” are appropriate ways to greet and farewell people in most social situations. Cook Islands men generally shake hands when they meet one another. Women can greet both women and men with a hug and a kiss on the cheek.

### Names

Typical Cook Islands Māori names include the following. Asterisked names can be used for both boys and girls.

Ingoa Tamāroa/Boy's names		Ingoa Tama'ine/Girl's names	
*Metua	Tutangata	*Mii	Teanau
*Tiare	Kotiau	*Teremoana	*Nga
Ropati	Kora	*Tupou	*Kiri
Mati	*Maui	*Kura	Mareta
Tioni	*Tuaine	Pani	Ruta
Tuteru	Tetava	*Ina	Ana
Ngatoko	Mataio	Mere	Eteta
*Tere	Ioane	*Maara	Tepora
Mataa	Taniera	Ngaoa	Repeka
Here	Iakopo	Tepaeru	Raera

## Teachers' Notes

The DVD includes general language teaching ideas, and authentic language that goes beyond what students will learn in this programme. The audio CD provides Cook Islands Māori classroom language (including pronunciation) for teachers to use in this and other lessons.

### *Cook Islands languages, dialects, alphabet, and diacritical marks*

The following section is reprinted from pages 10–11 of *Cook Islands Māori in the New Zealand Curriculum*.

#### *Te Au Reo Languages*

Distinct Polynesian languages are spoken in the Cook Islands.

- Cook Islands Māori is an eastern Polynesian language, which belongs to the same language family as the languages of the New Zealand Māori, and of Hawai'i, and Tahiti. It has a number of distinct dialects.
- The language of Pukapuka is a western Polynesian language, which belongs to the same language family as the languages of Sāmoa, Tuvalu, and Tokelau. Pukapuka's national status within the Cook Islands means that some Cook Islands Māori terms and expressions are included in their vernacular.
- Palmerston Island has its own unique and distinctive mix of Cook Islands Māori and English.

#### *Te Au Reo 'Enua Tātakita'i Dialects*

Cook Islands Māori has a number of dialects. Speakers of one dialect can understand the others. They are the dialects of:

- Aitutaki;
- Ātiu, Ma'uke, and Miti'āro (Ngāpūtoru);
- Mangaia;
- Manihiki and Rakahanga;
- Rarotonga;
- Tongareva (Penrhyn).

Rarotongan is the most widely used and standardised dialect, both in the Cook Islands and within Cook Islands communities in New Zealand. Learners of Cook Islands ancestry whose heritage language is that of Pukapuka or whose heritage dialect is other than that of Rarotonga benefit from learning the Rarotonga dialect as a lingua franca because they are part of the Cook Islands community. Learners of Cook Islands Māori who are not of Cook Islands ancestry normally begin by learning the dialect spoken in Rarotonga.



## ***Tauī‘anga Reo Language Change***

The languages and dialects of the Cook Islands are traditionally oral. However, with the advent of Christianity and publications, the written word became another way to communicate. The written form of communication had a huge impact on the spoken form of the dialects and languages of Cook Islands Māori people. The Bible was printed in the dialect of Rarotonga (*Te Bibilia Tapu Ra: Koia te Kororomotu Taito e te Kororomotu Ou*, published in 1888) and this motivated the people on Manihiki to learn to read and write in this dialect, although they continued to speak in the Manihiki dialect (Kauraka, 1989).

Currently, advanced technology demands the introduction of new words that challenge the vocabulary of Cook Islands languages and dialects. Words like “computer” challenge Cook Islands people to agree on an acceptable term in their language. There are a number of options: one is to transliterate the new terms (for example, “computer” becomes *kamupīuta*). Another way is to create new words from the existing Cook Islands Māori vocabulary (for example, the word *roro-uira* was coined to mean “computer”). A third option is to add a new meaning to an existing Cook Islands Māori word.

## ***Arā-reta ‘ē Tōna ‘Akapapa‘anga Alphabets and Alphabetical Order***

The alphabet of the Rarotonga dialect, used widely throughout the Cook Islands, is: a, e, ng, i, k, m, n, o, p, r, t, u, v and the glottal stop (‘).

This dialect uses two diacritical marks: the macron and the glottal stop.

Vowels may be either long or short. In written text, a macron placed over a vowel (ā, ē, ī, ō, ū) indicates that the vowel sound is long. Variation of vowel length in the pronunciation of a word can change the word’s meaning. For example, *marama* (moon) and *mārama* (daylight).

The nine consonant sounds of the Rarotonga dialect are:

ng, k, m, n, p, r, t, v, and the glottal stop (‘).

The glottal stop is written (‘), as in the word *‘akavera*.

The alphabetical order used in the *Cook Islands Māori Dictionary* (Buse et al., 1995) is:

a, ‘a, ā, ‘ā, e, ‘e, ē, ‘ē, ng, i, ‘i, ī, ‘ī, k, m, n, o, ‘o, ō, ‘ō, p, r, t, u, ‘u, ū, ‘ū, v, and the glottal stop (‘).

Learners need to know this alphabetical order so that they can use Cook Islands Māori dictionaries ...

The Tongareva alphabet has two additional letters: s and h.

The dialect spoken in Manihiki and Rakahanga also has two additional letters in its alphabet: f and h.

The Pukapuka language has three additional letters in its alphabet: l, w, and y. Other letters are used as they appear in the Bible (*Te Bibilia Tapu Ra: Koia te Kōreromotu Ta'ito e te Kōreromotu 'Ōu*).

### ***The use of macrons and glottal stops***

Cook Islands Māori is sometimes printed with macrons and glottal stops and sometimes largely without them. They are considered appropriate for some readers and not for others. At earlier levels, learners who speak Cook Islands Māori as their first and home language do not need them when they are learning to read. These learners read for context and already know how to say the words.

*Cook Islands Māori in the New Zealand Curriculum* uses macrons and glottal stops. It is intended for teachers who do not speak Cook Islands Māori fluently. Macrons and glottal stops can also help learners who do not have Cook Islands Māori as their first language. As learners move to higher levels, they need to learn how to cope with macrons and glottal stops in printed text. Learners who are developing literacy in Cook Islands Māori need to be able to cope with both types of printed Cook Islands Māori since they will commonly encounter both.

For further information on the Cook Islands Māori language and alphabet, refer to *Guidelines for Cook Islands Māori Language Programmes*, pages 6–7 and 23.

### ***Cognates with New Zealand Māori and transliterations from English***

There are many words that are common to New Zealand Māori and Cook Islands Māori (that is, cognates), for example:

*ingoa, kete, moana, rangi, rā, tamariki, vai (wai)*

and there are many English words that have been adapted into Cook Islands Māori (that is, transliterations) for example:

*pēni, āpara, pēpa, imene, ōniani.*

Refer to OHT 1 in Lesson 1A for more examples; this OHT is intended to be used in an activity (described in Lesson 1A below) in which the students use their prior knowledge to make some of these connections for themselves. Note that the cognates on the DVD differ from those on the audio CD.

### ***Questions and answers***

If a question starts with *Ko'ai*, the answer will usually start with *Ko*.

### ***I really like...***

Note that the DVD for Unit 1 uses the form *reka roa* for “like best” or “really like”, while the form learned in Unit 11 is *reka rava*. Both forms are correct.

# UNIT 1: LESSON A

1A

This is a communicative language course. Start as you mean to go on – with Cook Islands Māori LANGUAGE! This will put a buzz in the class right from the start.

## LEARNING OUTCOMES

The students will learn to:

- recognise some words common to New Zealand Māori and Cook Islands Māori as well as some English words adapted into Cook Islands Māori;
- find the Cook Islands on a map and name some of the main islands belonging to the Cook Islands.

## RESOURCES

- Unit 1 DVD and transcript
- Unit 1 Audio CD and transcript
- OHT 1: Links between Cook Islands Māori, New Zealand Māori, and English
- OHT 2: Map of the Pacific
- OHT 3: Map of the Cook Islands with names
- Worksheet 1: Map of the Cook Islands
- Worksheet 2: KWL sheet
- *Cook Islands Māori in the New Zealand Curriculum*
- *Guidelines for Cook Islands Māori Language Programmes*, page 6
- 'E Au 'Īmene Kūki 'Airani nō Tātou i Aotearoa nei/*Cook Islands Songs* (Ministry of Education book and CD)
- *Ko te Porotaka* by Maria Samuela (Tupu book) and the teachers' notes.

## LESSON OUTLINE

### **Introduction**

Welcome the students to this course in Cook Islands Māori by saying *Kia orāna*. Go up to students and greet them individually, for example, "*Kia orāna, Tom.*" If a student responds, say "*Meitaki ma'ata!*" (Listen to the audio CD, track 2, to find out how to pronounce this and other appropriate examples of Cook Islands Māori language.) There is no need to show these words on an OHT or to write them on the board – the students need to trust their ears!

Share the learning outcomes for this lesson: the students will learn where the Cook Islands are on a map. They will learn to say the names of some of the main islands and to label them on a map. They will also discover some Cook Islands Māori words that may already sound familiar to them.

## Learning Activities

1A

1. As a class, have the students brainstorm what they know about the Cook Islands and Cook Islands Māori people. If necessary, prompt the students by suggesting weather, food, well-known people, and arts and crafts.
2. Build on what the students already know by telling them that there are some Cook Islands Māori words that they may already be familiar with. Play the first section of DVD unit 1, which gives some cognates. Now play track 4 on the CD and ask students which words they recognise – they may not know the meaning, but may have just heard the words before in some context. Then listen again, with OHT 1 to guide them. Ask the students “What other words do you know that might link?” You could write these on the board or write them on the OHT in the appropriate columns.
3. View the rest of DVD Unit 1, which finishes with an overview of Cook Islands geography and culture. There’s no need to understand all the language that the studio team uses to introduce themselves – they are giving a foretaste of what will come later in the course.
4. Show a world map and OHT 2 – the Pacific Ocean. Ask the students to locate the Cook Islands and to say their name in Cook Islands Māori – *Te Kūki ‘Airani*. Have them name any of the islands that they know. Write the names of these islands on the board.
5. Play track 5 of the audio CD, which gives the names of all the main islands.
6. As a class, identify the main islands in the Cook Islands group on OHT 3. Say their names out loud, following the CD (Rarotonga, Aitutaki, Tongareva (Penrhyn), Manihiki, Nāssau, Suwarrow, Palmerston, Miti‘āro, Manuae, Takūtea, Rakahanga, Pukapuka, Ma‘uke, Ātiu, and Mangaia). Add any missing names to the list on the whiteboard.
7. Give the students worksheet 1 (map of the Cook Islands) and ask them to label some of the main islands. Find the Cook Islands flag on the Internet and talk about what it symbolises. The Cook Islands flag has a circle of fifteen stars to represent the fifteen main islands and the Union Jack in the corner because the Cook Islands are part of the British Commonwealth.
8. Set homework (see below).
9. As the lesson started with Cook Islands Māori language, now end it by farewelling the class: “*Aere rā.*” Approach individuals again: explain that they may leave or pack up once they have responded to you – or at least attempted to – in Cook Islands Māori by saying “*Ē no’o rā.*”

## Extension Activity

The students can listen to CD track 7 and choose a Cook Islands Māori name for themselves (see OHT 2 for lesson 1B) and an island to identify with and find out more about. ‘*E Au ‘Imene Kūki ‘Airani nō Tātou i Aotearoa nei/Cook Islands Songs* includes songs from some different islands, including two in the unique language of Pukapuka.

## Homework

Give the students worksheet 2 (KWL sheet) and ask them to go home and share with their families some of what they have learned today. They should then write in column 1 something they know about the Cook Islands and in column 2 something that they or their family would like to know. Encourage them to be ready to share the ideas in column 2 at the next lesson. As a class, discuss how they could find answers to their questions.

## ***Evaluation***

Have the students fill in checklists similar to the model below.

1A

Today I learned:

- to recognise some words common to New Zealand and Cook Islands Māori as well as some English words adapted into Cook Islands Māori;
- to locate the Cook Islands on a map;
- to say the names of these islands and to label them on a map: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

# OHT 1: Links between Cook Islands Māori, New Zealand Māori, and English

1A

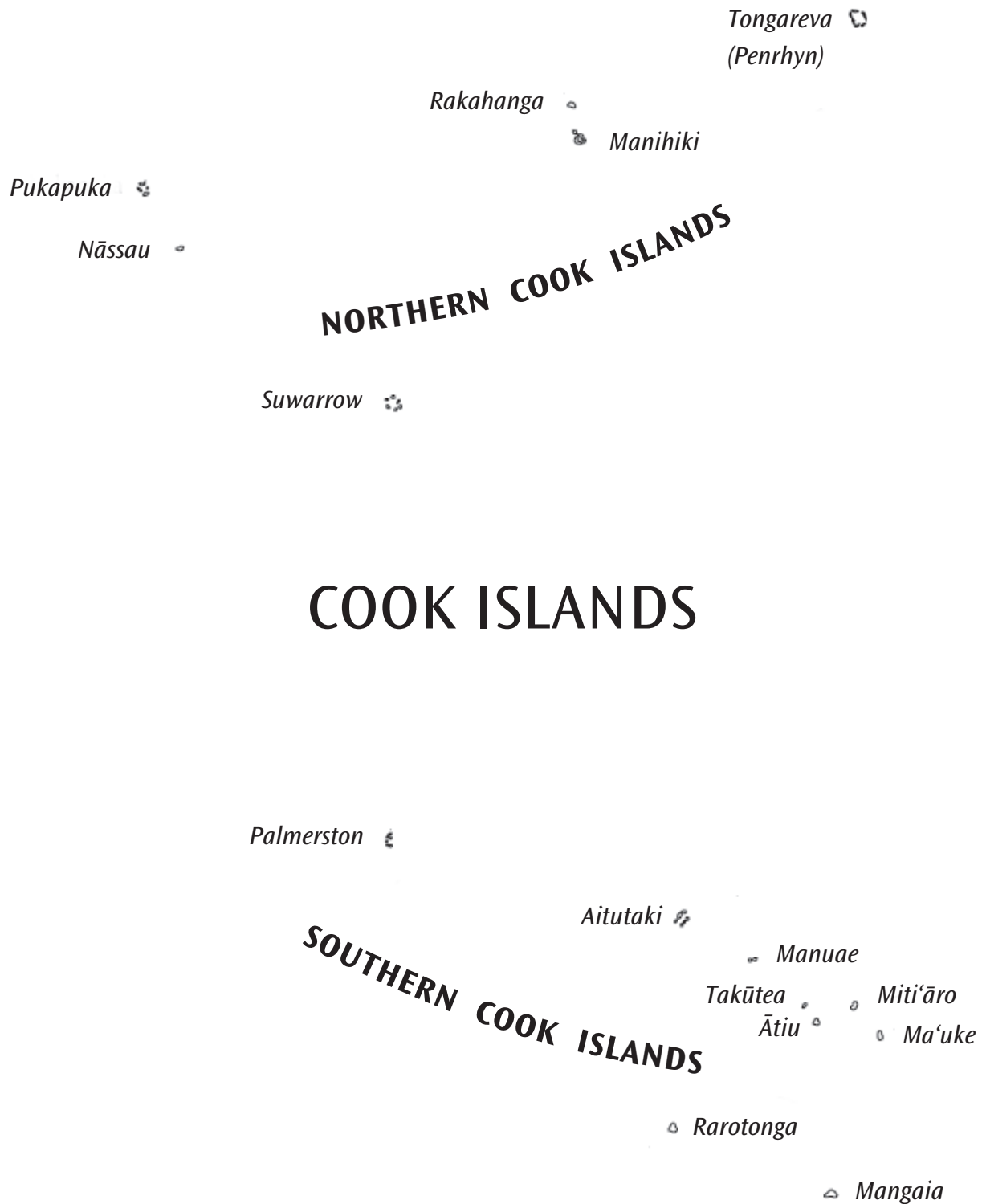
Cook Islands Māori	New Zealand Māori	English
Kia orāna.	Kia ora.	Hello.
‘Aere rā.	Haere rā.	Goodbye.
Pē‘ea koe?	Kei te pēhea koe?	How are you?
māmā	whāea, māmā	mother, mummy
metua	matua	father, daddy
pāpā	pāpā	parent
kai	kai	food
motokā	motokā	motor car
toa	toa	store (shop)

# 1A



# OHT 3: Map of the Cook Islands with names

1A



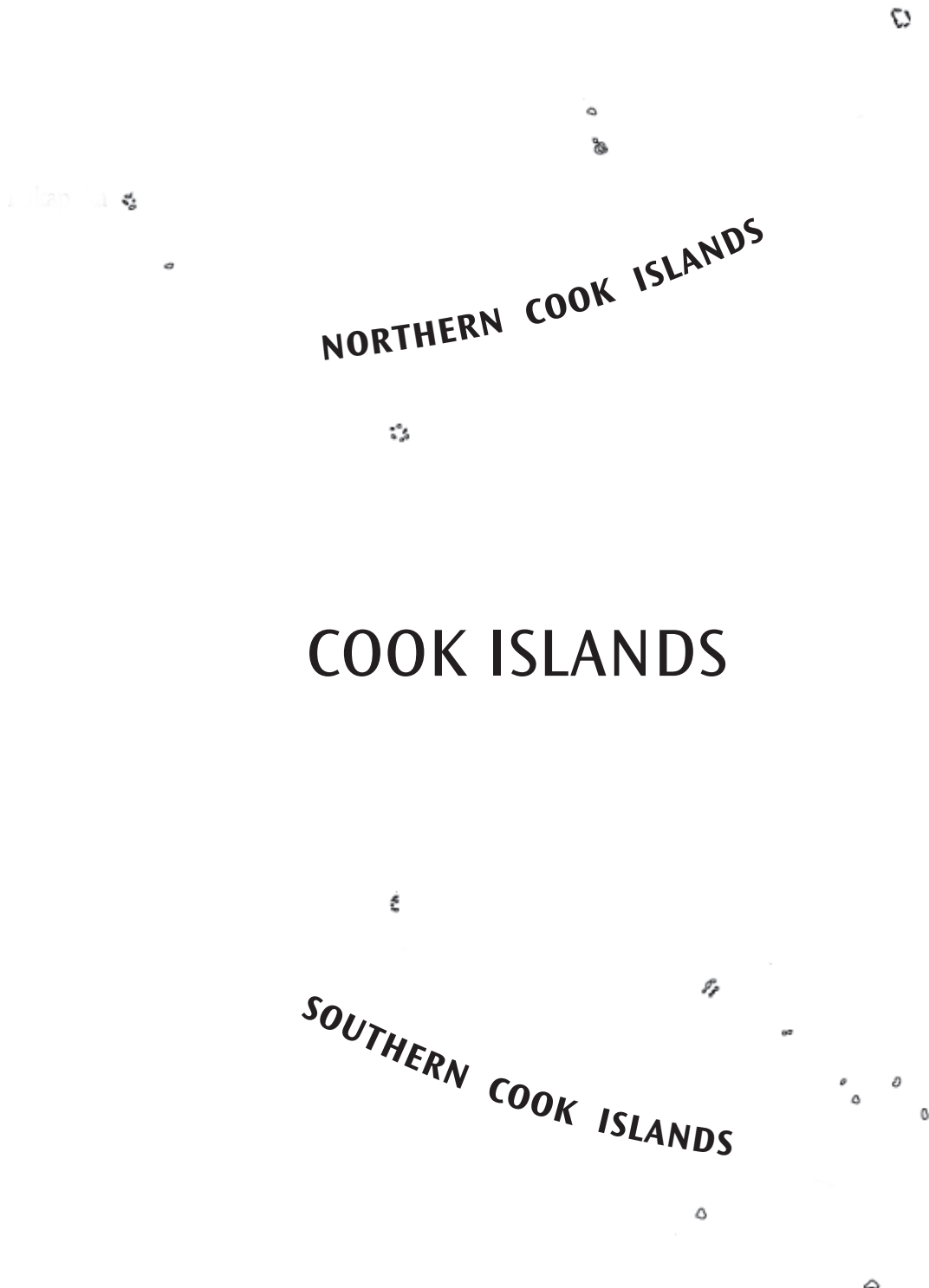


# WORKSHEET 1: MAP OF THE COOK ISLANDS

1A



Write the names beside the islands.



# WORKSHEET 2: KWL SHEET

1A



What I **K**now

What I **W**ant to Know

What I Have **L**earned

# UNIT 1: LESSON B

1B

## LEARNING OUTCOMES

The students will learn to:

- identify and say the letters and sounds of the Cook Islands Māori alphabet;
- recognise and respond to the greetings *kia orāna*, *‘aere rā*, and *e no‘o rā*;
- ask people’s names and give their own names.

## RESOURCES

- Unit 1 DVD and transcript
- Unit 1 Audio CD and transcript
- OHT 1 – The letters of the Cook Islands Māori alphabet
- OHT 2 – Cook Islands Māori names
- OHT 3 – Question and response
- KWL sheet (worksheet 2 from lesson A)
- *Cook Islands Māori in the New Zealand Curriculum*, page 11
- *Guidelines for Cook Islands Māori Language Programmes*, page 7 and 23.

## LESSON OUTLINE

### ***Introduction and Revision***

Greet the students with *Kia orāna*. Ask them to turn to their friends and greet each other in this way.

Revise lesson A. The students name some of the main islands and say what they have found out about their chosen island. They add what they can to their KWL sheet in the third column: What I Have Learned.

Share the learning outcomes for this lesson: the students will learn to recognise and respond to the greetings *kia orāna*, *‘aere rā*, and *‘e no‘o rā*, say the Cook Islands Māori alphabet, ask people’s names, and give their own names.

### ***Learning Activities***

1. View the section of DVD Unit 1 where the studio team says the alphabet.
2. Play audio CD track 6. Show OHT 1 and have the students chant or sing the letters and sounds along with the CD. Encourage them to get up out of their seats and move to the alphabet beat. They could create a movement sequence, perhaps using drums. The students could then make Cook Islands Māori alphabet posters, some of which could be put up around the room.

3. Use track 6 of the audio CD to introduce the sounds of the macron and the glottal stop. Discuss the difference a macron makes to the sound of a vowel and practise those sounds, following the audio CD. Practise making the sound of the glottal stop consonant before different vowels (notice that it always comes before a vowel).
4. In pairs, the students can practise the sounds of the Cook Islands Māori alphabet, for example, by reading aloud the people's names on OHT 2 or the island names from OHT 3, Lesson 1A.
5. Have the students choose one of the Cook Islands Māori names they have just been learning. That will be their new name for the rest of the lesson.
6. Have the students listen to a model of people asking one another "*Ko'ai tō'ou ingoa?*" (What is your name?) and answering "*Ko \_\_\_ tōku ingoa*" (My name is \_\_\_). They could then say "*Tuatua mārie mai i tō'ou ingoa* / Sound out your name" and respond by sounding it out. The model could be provided by listening to track 3 on the CD while following the words on OHT 3. Have the students identify, on the OHT, where the glottal stops and the macrons occur in these two sentences.
7. The students ask each other "*Ko'ai tō'ou ingoa?*" (What is your name?) and respond "*Ko \_\_\_ tōku ingoa*" (My name is \_\_\_), using their own names or their chosen Cook Islands Māori names. They can add this language to the greetings they have already learned, for example, "*Kia orāna – ko'ai tō'ou ingoa?*" (Hello – what is your name?) They can practise this new language by walking around the class greeting each other and asking each other's names.
8. The students write these two sentences, filling in their own names and using the macron and the glottal stops in the appropriate places.
9. Farewell the class – '*Aere ra* and have them respond '*Ē no'o rā*.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned to:

- recognise and respond to the greetings *kia orāna*, '*aere rā* and '*ē no'o rā*;
- identify and say the letters and sounds of the Cook Islands Māori alphabet;
- ask someone's name and give my name.

# OHT 1: The letters of the Cook Islands Māori alphabet

1B

a, e, ng, i, k, m,

n, o, p, r, t, u, v

ā, ē, ī, ō, ū

the glottal stop (‘)

# OHT 2: Cook Islands Māori names

1B

Typical Cook Islands Māori names include the following.

Asterisked names can be used for both boys and girls.

Note that macrons and glottal stops are not generally used for people's names, so they are not used here. However, the audio CD (track 7) gives the correct pronunciation for all these names.

Ingoa Tamāroa/Boy's names		Ingoa Tama'ine/Girl's names	
*Metua	Tutangata	*Mii	Teana
*Tiare	Kotiau	*Teremoana	*Nga
Ropati	Kora	*Tupou	*Kiri
Mati	*Maui	*Kura	Mareta
Tioni	*Tuaine	Pani	Ruta
Tuteru	Tetava	*Ina	Ana
Ngatoko	Mataio	Mere	Eteta
*Tere	Ioane	*Maara	Tepora
Mataa	Taniera	Ngaoa	Repeka
*Here	Iakopa	Tapaeru	Raera

Ko‘ai tō‘ou ingoa?

*What is your name?*

Ko \_\_\_\_\_ tōku ingoa.

*My name is* \_\_\_\_\_.

*For example:*

Ko *Tiare* tōku ingoa.

Ko *Kiri* tōku ingoa.

Tuatua mārie mai i tō‘ou ingoa.

*Sound out your name.*

# UNIT 1: LESSON C

1C

## LEARNING OUTCOMES

The students will learn to:

- greet, farewell, and thank people.

## RESOURCES

- Unit 1 DVD and transcript
- Unit 1 Audio CD and transcript
- OHT 1 – Greetings and responses
- OHT 2 – words of song: *Kia Orāna*
- ‘E Au ‘Īmene Kūki ‘Airani nō Tātau i Aotearoa nei/Cook Islands Songs (Ministry of Education book and CD) which includes the song *Kia Orāna*.

## LESSON OUTLINE

### **Introduction and Revision**

Greet the students – *Kia orāna*. Do the students remember their Cook Islands Māori names? Approach some students and ask “*Ko‘ai tō‘ou ingoa?*” (What is your name?)

Revise lesson B. In pairs, the students can quickly practise the letters and sounds of the alphabet. Or you could play the drum beat and have the students sing the alphabet as they move to the rhythm again.

Share the learning outcome for this lesson: the students will learn some simple greetings in Cook Islands Māori.

### **Learning Activities**

1. Review unit 1 on the DVD. Ask the students to notice the spoken language and body language of the participants.
2. Ask the students to identify any words or phrases in the DVD that might be a greeting. List these words or phrases on the whiteboard.
3. Show OHT 1. As a class, read the phrases aloud along with track 3 on the CD. *Kia orāna. ‘Aere rā. ‘Ē no‘o rā. Meitaki. Pe‘ea koe? Meitaki, ma‘ata.* You could extend the learning with *Kia orāna, \_\_\_\_\_* (student’s name). *Kia orāna, e Māmā \_\_\_\_\_* (woman’s name).
4. Demonstrate the new dialogues by approaching students and asking “*Kia orāna. Pe‘ea koe?*” In pairs, the students can practise greeting – *Kia orāna* – and thanking each other – *Meitaki, ma‘ata*. They could record their role play on a computer “sound file” or a video camera (so they can see themselves as well as hear themselves).



5. The students could make cartoons showing different people greeting each other in Cook Islands Māori.
6. Listen to, learn, and sing the song “*Kia Orāna*” together, using OHT 2 and track 8 on the CD (from the resource ‘*E Au Īmene Kūki Airani nō tātau i Aotearoa nei*’).
7. Thank the class and farewell them – *Meitaki*, ‘*aere rā*’.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today, I learned:

- to greet my friends in Cook Islands Māori;
- to say “*Pē’ea koe?* (How are you?)” and “*Meitaki, ma’ata* (Fine, thank you)” in Cook Islands Māori.

# OHT 1: Greetings and responses

1C

Kia orāna.

Hi, hello.

‘Aere rā.

Goodbye. (to someone who is going)

‘Ē no‘o rā.

Goodbye. (to someone who is staying)

Meitaki.

Thank you.

Pē‘ea koe?

How are you? (to one person only)

Meitaki, ma‘ata.

Very well, thank you.

### Kia Orāna

Tiare, tiare Rarotonga

Tiare, tiare Rarotonga

### Chorus

Kia ora, kia orāna

Kia ora, kia orāna

E tēnā mai te ‘ei

Tiare, tiare Rarotonga

### Verse

Kia ora kōtou tō mātou au metua

Kia ora kōtou tō mātou au taeake

Tēnā mai te ‘ei tiare e

Tiare, tiare Rarotonga

*Sing through as above, and then sing the chorus and verse together.*

*Then sing the chorus on its own and repeat its last line.*

# AUDIO TRANSCRIPT UNIT 1

1

## *Track 3 Vocabulary for Unit 1; Dialogue (Greeting and Names)*

kia orāna  
'aere rā  
'ē no'ō rā  
meitaki  
Pē'ea koe?  
Meitaki, ma'ata.  
tōku ingoa  
tō'ou ingoa  
te Kūki 'Airani  
ko'ai?

Listen to the following conversation between Tamati and Sarai. Listen carefully for the pronunciation of the vowels.

TAMATI: Kia orāna! Pē'ea koe?

SARAI: Meitaki, ma'ata. Ko'ai tō'ou ingoa?

TAMATI: Ko Tamati tōku ingoa.

SARAI: Tuatua mārie mai i tō'ou ingoa.

TAMATI: Tah-mah-tee. Ko Tamati tōku ingoa.

## *Track 4 Some Cognates and Transliterations*

You will have probably heard by now a few words that sound similar to New Zealand Māori. Many Cook Islands Māori and New Zealand Māori words share a common root word. Words with a common root word are called "cognates". Listen to the following words and see which sound familiar to you.

Kia orāna.  
'Aere ra.  
Pē'ea koe?  
māmā  
pāpā  
metua  
kai

Some Cook Islands Māori and New Zealand Māori words are based on an English word that has been adapted into their language. Such words are called "transliterations." Listen to these two examples.

motokā  
toa

## *Track 5 Names of the Islands in the Cook Islands Group*

Rarotonga  
Aitutaki  
Tongareva  
Manihiki  
Nāssau  
Suwarrow  
Palmerston  
Miti'āro  
Manuae  
Takūtea  
Rakahanga  
Pukapuka  
Ma'uke  
'Atiu  
Mangaia

## *Track 6 The Cook Islands Māori Alphabet*

There are thirteen letters in the Cook Islands Māori alphabet, fourteen including the glottal stop. Listen carefully to how each letter is pronounced.

a, e, ng, i, k, m, n, o, p, r, t, u, v (repeats)

The glottal stop always comes before a vowel. It sounds like this with the 5 vowels:

'a, 'e, 'i, 'o, 'u

Written Cook Islands Māori uses a macron to indicate long vowels, like this:

ā, ē, ī, ō, ū

When a glottal stop comes before a long vowel, it sounds like this:

'ā, 'ē, 'ī, 'ō, 'ū

### **Track 7 Girls' and Boys' Names**

Many children are named after family members. Here is a list of typical Cook Islands Māori names. Listen to the examples of boys' names and then the examples of girls' names. But some of these names can be used for both boys and girls.

#### *Male names      Female names*

Metua	Mii
Tiare	Teremoana
Ropati	Tupou
Mati	Kura
Tioni	Pani
Tuteru	Ina
Ngatoko	Mere
Tere	Maara
Mataa	Ngaoa
Here	Tepaeru
Tutangata	Teanau
Kotiau	Nga
Kora	Kiri
Maui	Mareta
Tuaine	Ruta
Tetava	Ana
Mataio	Eteta
Ioane	Tepora
Taniera	Repeka
Iakopa	Raera

### **Track 8 Song: Kia Orana**

(Words of song are on OHT 2 in lesson 1C.)

# DVD STORY TRANSCRIPT UNIT 1

1

Note: The English language in the scenes below is the focus, and is provided to enable teachers (and students) to follow what is said when the Cook Islands Māori language used goes beyond what is learned in this resource. The DVD story is intended to show students how first-language speakers of Cook Islands Māori (and a few new learners of Cook Islands Māori) talk to each other. The story also provides an engaging context in which students will increasingly recognise most of the language they are learning. Many of the words needed for authentic flow of Cook Islands Māori in the DVD story are not intended to be taught at this level.

Because the focus below is on the meaning in English, the Cook Islands Māori words are presented as a fluent speaker would write them, that is, without macrons or glottal stops unless these are needed to avoid confusion with another word spelt similarly. (For example, the word *ta'i* (one) retains its glottal stop to distinguish it from *tai* (sea), the word *‘ā* (four) retains its macron and glottal stop to distinguish it from a variety of other short words spelled *a*, *‘a*, or *ā*, and the word *Inā*, used at the beginning of a sentence and meaning “Well”, “Now”, or “Let’s see”, retains its macron to distinguish it from the name *Ina*).

## SCENE 1

MUM

Wake up Ina, wake up Ina ...

E Ina, e tu e Ina, e Ina, e tu ...

*A sleepy Ina walks down the hall and into the kitchen. Her bags can be seen, partly packed. In the kitchen are MUM, DAD, and brother NGATOKO. INA sits at the table and MUM brings her breakfast to her.*

INA

Thank you, Mum.

Meitaki, e Mama.

MUM

Have you practised your greetings for when you get there (to Rarotonga)?

Kua tamou koe i taau tuatua akaaravei?

INA

Yes, Mum.

Ae, e Mama.

NGATOKO

Go on then ... Hello?

Tuatuaia mai ra ... Kia orana?

INA

Hello.

Kia orana.

NGATOKO

Goodbye?

Aere ra?

INA

Goodbye.

E noo ra.

NGATOKO

Thank you?

Meitaki?

INA

Thank you.

Meitaki.

MUM

Very good, Ina. Excellent.

Meitaki, e Ina. Meitaki maata tikai.

NGATOKO

Now, say the name of the village.

Inā, tuatua mai i te ingoa o te tapere.

INA

Nikao (*slight pronunciation error*).

DAD

Nikao. So Ina, let’s try your alphabet.

Nikao. E Ina, kia tamataana i te ara reta.

NGATOKO

Yes, your alphabet!

Ae, taau ara reta!

INA

a e i

NGATOKO

ng

INA

ng i k n

NGATOKO

m

INA

m n p

NGATOKO

o

INA

o p r t v

NGATOKO

u

INA

u v

MUM

Good, Ina. Now your turn, Ngatoko.

Meitaki, e Ina. Ngatoko, noou teia taime.

NGATOKO

Me?

Ko au?

ALL

Yes, you!

Ae, ko koe!

NGATOKO

Ummm ... a e ... m n ... p r t u v.

INA

Almost as good as me!

Vaitata ra te meitaki mei taku.

# Unit 2: ‘Aka‘ārāvei‘anga

## (Getting to Know You)

2

### Themes:

Personal information and introductions.

### Learning Outcomes:

By the end of this unit, students will be able to:

- give their own name in Cook Islands Māori;
- give their parents’ names in Cook Islands Māori;
- say their family name (surname);
- say where their family originally comes from;
- say who their friend is in Cook Islands Māori;
- say who their friend’s mother is;
- say who their friend’s father is;
- say where their friend’s family originally comes from;
- introduce their friend to a group.

### Curriculum Links

1.12 Ask a partner for personal information and give personal information;

1.3 Introduce a friend.

### Revision

Kia orāna	Hello
tōku	my
Ko _____ tōku ingoa.	My name is _____.

### Language Targets

māmā	mum, mother
pāpā	dad, father
kōpū tangata	kin, ancestral family
ingoa kōpū tangata	family name (surname)
tō‘ou	your ( <i>one person</i> )
tōna	his, hers
tō mātou	our
nō‘ea mai?	where from?



## Language Structures

### *Exchanging personal information*

Ko'ai tō'ou ingoa?

What is your name?

Ko \_\_\_ tōku ingoa.

My name is \_\_\_\_ .

Ko \_\_\_ tōku māmā.

My mother is \_\_\_\_ .

Ko \_\_\_ tōku pāpā.

My father is \_\_\_\_ .

Ko'ai tō'ou ingoa kōpū tangata?

What is your family name?

Ko \_\_\_ tō mātou ingoa kōpū tangata.

Our family name is \_\_\_\_ .

Nō'ea mai tō'ou kōpū tangata?

Where is your family originally from?

Nō Aitutaki mai mātou.

We come from Aitutaki.

### *Introducing your friend*

Ko \_\_\_\_\_ tēia.

This is \_\_\_\_\_ .

Ko \_\_\_\_\_ tōna māmā.

His/her mother is \_\_\_\_\_ .

Ko \_\_\_\_\_ tōna pāpā.

His/her father is \_\_\_\_\_ .

Ko \_\_\_\_\_ tō rātou ingoa kōpū tangata.

Their family name is \_\_\_\_\_ .

Nō Rarotonga mai rātou.

They come from Rarotonga.

## Cultural Aspects

To help students learn about language and culture, it is important to make connections with them and their own lives. This could be done in the context of discussion, for example, about their names, the names of important family and friends, where their family came to New Zealand from, family reunions, and organisations that are part of their lives, such as churches. (The majority of Cook Islands people attend or have some affiliation with churches.)

### *Introducing people*

Cook Islands people do not generally introduce or talk about themselves, and Cook Islands children may be reluctant to talk with a focus on themselves. In a Cook Islands setting, most people know all the local families and everyone in them. In general, there is no need to introduce local people who live on a small island, because they all know each other. At a big family reunion, where people come from far away, family members are always ready to introduce those who have not met before. The DVD and the audio CD each give some examples of appropriate introductions, in the Cook Islands and in New Zealand. Note that on the DVD, Kiwa uses the singular form “*Nō Poneke mai au*/I come from Poneke”, but the audio CD uses the plural “*mai mātou*/we come”.

## Teachers' Notes

There are significant communities of Cook Islands people living in many other countries as well as in New Zealand, for example, in Australia and the United States. However, the list below is not of countries where Cook Islands people live; it is intended to enable class members to name their own ancestors' country of origin in Cook Islands Māori.

Nū Tirēni (New Zealand), 'Āmoa (Sāmoa), Tokerau (Tokelau), Viti (Fiji), Tinitō (China), Tiāpani (Japan), Inītia (India), Paratāne (Britain; the UK), Marike (America, the USA) Autereria (Australia), Kanata (Canada)

These countries' names are the same in English and Cook Islands Māori: Tonga, Niue, Korea.

### Possessive adjectives

The following chart gives some common possessive adjectives in the first, second, and third person. These adjectives all relate to a single object or person; see Unit 3 teachers' notes for a chart giving some possessive adjectives for plurals. Some of these adjectives are in the "o" form and some are in the "a" form; see below for information about these forms.

	One person's	Two people's	3 or more people's
<b>First person</b>	tōku/taku (mine)	tō māua [tāua]/ tā māua [tāua] (ours)	tō mātou [tātou]/ tā mātou [tātou] (ours)
<b>Second person</b>	tō'ou/ta'āu (yours)	tō kōrua/tā kōrua (yours)	tō kōtou/tā kōtou (yours)
<b>Third person</b>	tōna /tāna (his/hers)	tō rāua/tā rāua (theirs)	tō rātou/tā rātou (theirs)

The first person possessive for two or more people includes two forms: When the concept of "ours" includes the listener(s) as well as the speaker, the forms tāua and tātou are used. When the speaker is referring to a group that includes the speaker but not the listener(s) as, for example, in the responses on the OHT 1 for lesson 2B, the forms māua (two of us) or mātou (more than two of us) are used. (See the extension activity in lesson 16C for example using māua and mātou.)

### The "a" and "o" categories

Asking others to do things involves learning when to use "o" and "a" categories, which indicate possession and relationship. (These categories are also used in New Zealand Māori.)

The rules for using the *a* form (as in *taku*) or the *o* form (as in *tōku*) with particular nouns are complex. **It's best for students to learn these as formulaic phrases for now.** For further information, teachers can refer to *Kai Kōrero: A Cook Islands Māori Language Coursebook*, by T. Carpentier (Auckland: Pasifika Press, 1995).

The "a" category is used to describe a person's possession or relationship with certain things or people, including 'āpi'i (school), manu (animals and birds), tamariki (children), puka (books), teina (younger sibling), and rau rākau (plants). For example, "taku 'āpi'i" is how to say "my school".

The "o" category is used to describe a person's possession or relationship with other things or people, including 'are (buildings), 'enua (land), metua (parents), tuakana (older sibling), and kōpapa (the body); for example, "tōku metua" is how to say "my parent".

# UNIT 2: LESSON A

2A

## LEARNING OUTCOMES

The students will learn to:

- give their own name in Cook Islands Māori;
- give their parents' names in Cook Islands Māori.

## RESOURCES

- Unit 2 DVD and transcript
- Unit 2 Audio CD and transcript
- OHT 1 – Ko au e ōku ngā metua (My parents and me)
- Worksheet 1: Structures – activity for students
- Character flashcards (teacher can make flashcards with Cook Islands Māori people's names on them – perhaps the names on OHT 2 from Lesson 1B)
- OHT 2 from Lesson 1B.

## LESSON OUTLINE

### Introduction

Greet the students and ask them each to greet a partner informally.

Share the learning outcomes for this lesson: the students will learn how to give their own name and to give their parents' names, speaking in Cook Islands Māori. The students already know how to say *kia orāna*; this lesson will add to their language for giving personal information.

### Revision

Greet a class member, tell them your name, and ask them for their name: "*Kia orāna, ko Sue tōku ingoa. Ko'ai tō'ou ingoa?*" The students can then do the same with others in the class – this will get them up out of their seats and walking around.

### Learning Activities

1. Show the DVD. Encourage the students to discuss what the people might be saying. Have them practise saying the target words and sentences.
2. Show OHT 1 and play track 10 on the CD where one boy (or girl) is giving another personal information – their own first name and their parents' first names, using the structures on the OHT. The students can repeat the sentences after the speakers on the CD.

Ko'ai tō'ou ingoa?

What is your name?

Ko \_\_\_ tōku ingoa.

My name is \_\_\_.

Ko \_\_\_ tōku pāpā.

\_\_\_ is my father.

Ko \_\_\_ tōku māmā.

\_\_\_ is my mother.

3. Have the students give their name and their parents' names to their partners in Cook Islands Māori, using the same structures as on the CD. There's no need to use the OHT again, as they have already spoken and read the phrases. The students should not constantly seek the reassurance of seeing the words before saying them – they must trust their ears!
4. Use the names on OHT 2 from Lesson 1B to make flashcards with the names of characters (several boys, girls, women, and men) on them. (These flashcards can be used again and again throughout the course). Set out the flashcards where the students can access them in order to “mix ‘n match” families. For example, a student selects a flashcard of a girl called Mi'i and then selects a mother called Mere and a father called Kora. The student then takes the flashcard of Mi'i and holds it in front of herself – she now becomes Mi'i. She gives her own name (Mi'i), and then points to her parents' names as she says: “*Kia orāna. Ko Mi'i tōku ingoa. Ko Kora tōku pāpā. Ko Mere tōku māmā*”. The next student chooses a different “mix ‘n match” family and introduces themselves and their family accordingly.
5. Give students Worksheet 1 with *Ko \_\_\_\_\_ tōku ingoa* and the other sentence structures. Each student can put their own name and their parents' names in the spaces.
6. In pairs, the students can practise giving a partner personal information by saying *Kia orāna*, and then giving their name and their parents' names.
7. Ask the students to write down their partner's details and to read these back to their partner.
8. Thank the students and say goodbye – *Meitaki, 'aere rā*.

### Homework

- For homework, ask the students to bring photos of either their parents or their “imaginary parents” (that is, they may bring magazine pictures of famous people who they can pretend are their parents) to class next time. They will be asked to name these parents at the start of the next language lesson.

### Evaluation

Have the students fill in checklists similar to the model below.

Today I learned:

- to give my name in Cook Islands Māori;
- to give my parents' names in Cook Islands Māori.

# OHT 1: Ko au e ōku ngā metua (My parents and me)

2A

Below is a list of phrases and structures that people use when giving personal information.

Ko'ai tō'ou ingoa?

What is your name?

Ko \_\_\_\_\_ tōku ingoa.

My name is \_\_\_\_\_.

Ko \_\_\_\_\_ tōku māmā.

My mother is \_\_\_\_\_.

Ko \_\_\_\_\_ tōku pāpā.

My father is \_\_\_\_\_.



*Ko Mii tōku ingoa.*



*Ko'ai tō'ou ingoa?*



*Ko Tere tōku ingoa.*



*Ko Mere tōku māmā.*



*Ko Kora tōku pāpā.*

# WORKSHEET 1: STRUCTURES

2A



Fill in the missing spaces with your name and your parents' names.

Ko'ai tō'ou ingoa?

Ko \_\_\_\_\_ tōku ingoa.

Ko \_\_\_\_\_ tōku māmā.

Ko \_\_\_\_\_ tōku pāpā.

# UNIT 2: LESSON B

2B

## LEARNING OUTCOMES

The students will learn to:

- say their family surname;
- say where their family originally comes from.

## RESOURCES

- Unit 2 DVD and transcript
- Unit 2 Audio CD and transcript
- OHT 1 – Structures
- Worksheet 1 – Sentences to complete
- Flashcards (on the back of the character flashcards used in previous lesson, write the names of various places in the Cook Islands that the characters come from).

## LESSON OUTLINE

### *Introduction and Revision*

Revise lesson A by having each student show the photos they have brought (of either their parents or their imaginary famous parents – see lesson A). Ask them to tell a partner these parents' names.

Share the learning outcomes for this lesson: the students will learn to say their family surname and where the family originally comes from. This information will be added to the personal information practised in Lesson A.

### *Learning Activities*

1. Show the section of the DVD where the studio team talks about their family names and where their families come from, and ask the students to identify any phrases they are familiar with.
2. Use track 10 of the CD to demonstrate the following phrases, in the context of dialogues that include language already learnt (*Kia orāna. Ko Kiri tōku ingoa*);

Ko'ai tō'ou ingoa kōpū tangata?

What is your family name?

Ko \_\_\_ tō mātou ingoa kōpū tangata.

Our family name is \_\_\_\_ .

Nō'ea mai tō'ou kōpū tangata?

Where is your family originally from?

Nō \_\_\_ mai mātou.

We come from \_\_\_\_.

3. Set out the flashcards where the students can access them in order to “mix ‘n match” families, including surnames and information about where each family comes from. For example, a student selects a flashcard and then gives her own name and surname and her parents’ names as she says: “*Kia orāna. Ko Kiri Pamatatau tōku ingoa. Ko Mati Pamatatau tōku pāpā. Ko Mere Pamatatau tōku māmā. Nō Aitutaki mai mātou.*” The next student chooses a different “mix ‘n match” family and introduces themselves and their family accordingly.
4. Give the students an opportunity to practise giving each other these personal details orally. Then show, discuss, and read together the structures, on OHT 1, for asking and giving one’s surname or family name and for saying where one’s family comes from. Then hand out worksheet 1. The students can fill these in with details of their real family and also their imaginary families.

Ko \_\_\_ tō mātou ingoa kōpū tangata. (*Say and write a sentence giving your family surname.*)

Nō \_\_\_\_\_ mai mātou. (*Say and write where your family is originally from.*)

5. In pairs, the students can practise these structures. Encourage them to help one another to pronounce the language correctly.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to say what my family name (surname) is;
- to say where my family originally comes from.

### **Names of Countries**

Nū Tirēni (New Zealand), ‘Āmoa (Sāmoa), Tokerau (Tokelau), Viti (Fiji), Tinitō (China), Tiāpani (Japan), Inītia (India), Paratāne (Britain; the UK), Marike (America, the USA), Autereria (Australia), Kanata (Canada)



# OHT 1: Structures

2B

*These are the structures for asking and giving one's surname or family name, and for introducing a friend.*

Ko'ai tō'ou ingoa kōpū tangata?

What is your family name?

Ko \_\_\_\_\_ tō mātou ingoa  
kōpū tangata.

Our family name is \_\_\_\_\_ .

Nō'ea mai tō'ou kōpū tangata?

Where is your family originally  
from?

Nō \_\_\_\_\_ mai mātou.

We come from \_\_\_\_\_.

*Introducing your friend*

Ko \_\_\_\_\_ tēia.

This is \_\_\_\_\_ .

Ko \_\_\_\_\_ tōna pāpā.

His/her father is \_\_\_\_\_ .

Ko \_\_\_\_\_ tōna māmā.

His/her mother is \_\_\_\_\_ .

Ko \_\_\_\_\_ tō rātou ingoa  
kōpū tangata.

Their family name is \_\_\_\_\_ .

Nō Rarotonga mai rātou.

They come from Rarotonga.

# WORKSHEET 1: SENTENCES TO COMPLETE

2B



Write the answers to (1) and (2).

1. Fill in the spaces.

a) Ko \_\_\_\_\_ tō mātou ingoa kōpū tangata.

(Say and write a sentence giving your family surname.)

b) Nō \_\_\_\_\_.

(Say and write where your family is originally from)

2. Now write the same sentences again for your imaginary family.

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

# UNIT 2: LESSON C

2C

## LEARNING OUTCOMES

The students will learn to introduce a friend to a group by:

- saying who their friend is in Cook Islands Māori;
- saying who their friend's mother is;
- saying who their friend's father is;
- saying where their friend's family originally comes from.

## RESOURCES

- Unit 2 DVD and transcript
- Unit 2 Audio CD and transcript
- OHT 1 – structures for introducing others
- Tennis ball or koosh ball
- Character flashcards (from previous lesson).

## LESSON OUTLINE

### *Introduction and Revision*

Revise lesson B by revisiting the DVD segment shown at the last lesson, talking about surnames and where people come from. Then throw the tennis ball round the class: a student catches it and says their name and where they are from. They may even say the names of their parents (encourage the use of ALL language learnt to date).

Share the learning outcomes for this lesson: the students will learn to introduce others by saying what their name and surname is, who their father and mother are, and where their family is from.

### *Learning Activities*

1. Play track 11 on the audio CD and show the following structures on OHT 1.

Ko Mere Pamatatau tēia.      This is Mere Pamatatau.

Ko Tangi tōna pāpā.      Her father is Tangi.

Ko Mii tōna māmā.      Her mother is Mii.

Ko Pamatatau tō rātou ingoa kōpū tangata. – Their family name is Pamatatau.

Nō Aitutaki (mai rātou). – (The family comes) from Aitutaki.

2. In pairs, the students can introduce each other. Each student can make notes about their partner as they did before, in lesson 2A (activity 7).

3. Have the students write sentences using the learned structures with their partners' information.

Ko \_\_\_\_\_ tēia. (*partner's name*)  
 Ko \_\_\_\_\_ tōna pāpā. (*father's name*)  
 Ko \_\_\_\_\_ tōna māmā. (*mother's name*)  
 Nō \_\_\_\_\_ mai rātou. (*place name*)

4. In pairs, the students can practise introducing each other using their Cook Islands Māori names and islands. Give every student the opportunity to introduce their partner to a group.
5. The students make portraits of their partners to put up on the walls and label them "Her/his name is ..." and other details in Cook Islands Māori.

### Game

Bring out the character flashcards again and display them for all to see. Introduce them again one by one, for example, for the card *Mere*, say: "*Ko Mere tēia*"; then turn over the card to see where she is from and say: "*Nō Aitutaki*." Then stand back, choose one of the characters and introduce them by name again, but this time the students try to remember where that character came from and call out, for example, "*Nō Pukapuka!*" Turn over the flashcard to see if they are right. The game continues in this manner – just a simple memory game, but one that enables them to use the language they have learnt.

### Evaluation

Have the students fill in checklists similar to the model below.

Today I learned:

- to say who my friend is in Cook Islands Māori;
- to say who my friend's mother is;
- to say who my friend's father is;
- to say where my friend's family originally comes from.

# OHT 1: Structures for introducing others

2C

Ko \_\_\_\_\_ tēia. (partner's name)

Ko \_\_\_\_\_ tōna māmā. (mother's name)

Ko \_\_\_\_\_ tōna pāpā. (father's name)

Ko \_\_\_\_\_ tō rātou ingoa kōpū tangata.

Nō \_\_\_\_\_ mai rātou. (place name)

# AUDIO TRANSCRIPT UNIT 2

2

## *Track 9 Vocabulary for Unit 2*

māmā

pāpā

kōpū tangata

ingoa kōpū tangata

tōku

tō'ou

tōna

tō mātou

nō 'ea mai

## *Track 10 Dialogue: Introducing Yourself*

INTERVIEWER: Ko'ai tō'ou ingoa?

SARAI: Ko Sarai tōku ingoa. Ko Lillian tōku māmā. Ko Tangi tōku pāpā.

INTERVIEWER: Ko'ai tō'ou ingoa kōpū tangata?

SARAI: Ko Kiriau tō mātou ingoa kōpū tangata.

INTERVIEWER: Nō 'ea mai tō'ou kōpū tangata?

SARAI: Nō Rarotonga mai mātou.

## *Track 11 Introducing Others*

SPEAKER 1: Ko Tamati tēia.

TAMATI: Kia orāna!

SPEAKER 1: Ko Sonya tōna māmā. Ko John tōna pāpā. Ko Rimene-Sproat tō rātou ingoa kōpū tangata. Nō Poneke mai rātou.

SPEAKER 2: Ko Sarai tēia.

SARAI: Kia orāna!

SPEAKER 2: Ko Lillian tōna māmā. Ko Tangi tōna pāpā. Ko Kiriau tō rātou ingoa kōpū tangata. Nō Rarotonga mai rātou.

# DVD STORY TRANSCRIPT UNIT 2

2

## SCENE 2

*Ina and her family are about to head to the airport for her trip to Rarotonga.*

DAD

Ngātoko! How many bags does Ina have?

Ngātoko! Ē ia o Ina kiri kakau?

NGATOKO

1 ... 2 ... 3 ... so far!

Ta'i ... rua ... toru ... i konei!

INA

And this one, 4!

E 'ā ki tēia!

NGATOKO

OK, 1 ... 2 ... 3 ... 4. How many do you need?

Ta'i ... rua ... toru ... 'ā. Eia aau i inangaro?

INA

All four. I'm going for three months!

E 'ā pouroa. E toru marama it te roa!

DAD

And you wont get there at all unless we leave now, so let's go.

Kare koe e tae ki reira, mari ua kia aere tatou i teia nei, Mama taviviki mai.

MUM

I'm coming, I'm coming.

Tenei, tenei.

*The family pack the car with the bags, and drive off to the airport.*

## SCENE 3

*After the car pulls into the airport parking place, NGATOKO jumps out to get a trolley. Dad opens the boot and counts the bags onto the trolley when it arrives.*

DAD

OK now, 1 ... 2 ... 3 .... Where's your small bag, Ina?

Inā, ta'i ... rua ... toru .... E Ina, tei ea toou kiri kakau meangitika?

INA

Ummm ...

MUM

Here it is. You left it in the car.

Teia. Kua akaruke koe i roto i te motoka.

NGATOKO

1 ... 2 ... 3 ... 4 ... got that, Ina?

Ta'i ... rua ... toru ... 'ā ... kua tano tena, e Ina?

INA

Yes thanks! I have to go to Terminal 5 to check in

Ae! Ka aere au ki te Pia rima paunu i toku au apinga.

DAD

Let's go!

Aere mai ra. Ka aere tatou.

## SCENE 4

*The family approach the check-in counter at Air New Zealand. The check-in queue is long, and NGATOKO counts the number of people waiting.*

NGATOKO

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and four of us, that's fourteen! This is going to take a long time!

Ta'i, rua, toru, 'ā, rima, ono, itu, varu, iva, ki te ngauru ma 'ā. Ta'i ngauru ma 'ā te katoatoaanga. Ka roa te taimē!

*The family come to the head of the queue.*

CHECK-IN OPERATOR

Next. ... Where are you going today?

Aere mai. ... Ka aere koe ki ea i teia ra?

INA

To Rarotonga.

Ki Rarotonga.

CHECK-IN OPERATOR

Just you travelling?

Ko koe anake ua te ka aere ?

INA

Yes, just me. I am Ina Nooroa, this is my mother, Rautini Nooroa, and my father Tuteru Nooroa.

Ae, ko au ua. Ko Ina Nooroa au, toku mama teia, ko Rautini Nooroa, e toku papa ko Tutere Nooroa.

NGATOKO

Ahem ...

INA

Oh, and my brother, Ngatoko.

O, e toku tungane, ko Ngatoko.

CHECK-IN OPERATOR

OK, that will be the plane leaving at one pm today. Flight 361. Where are you from?  
Ae, ko te pairere tera ka akaruke i te ora ta'i i teia aiai. Pairere toru ono ta'i. Noea mai koe?

INA

I am from Auckland.

No Akaranga mai.

CHECK-IN OPERATOR

How many bags do you have, Ina?

Eia oou kiri kakau, e Ina?

NGATOKO

Too many!

Maata roa!

INA

Four bags altogether.

E 'ā te katoatoaanga.

*Ngatoko puts 3 bags on the conveyor, reading the weight of each one.*

NGATOKO

Urrgh! ... 3 kilos ... 5 kilos ... 11 kilos.

Urrgh! ... e toru kiro ... e rima kiro ... e ta'i ngauru ma ta'i kiro.

CHECK-IN OPERATOR

That's fine thanks, you have 19 kilos. Your flight leaves at one pm, but you must be in the lounge by twelve midday.

Meitaki, e ta'i ngauru ma iva kiro. Ka rere toou pairere i te ora ta'i, inara kia tae ki roto i te pia noonoo i te tuaero.

Here you are, seat 18A, have a nice flight.

Teia toou, noooanga ta'i ngauru ma varu A, kia manuia toou tere.

INA

Thank you.

Meitaki.

*Ina prepares to go through to the departure lounge. There are goodbyes, hugs, and kisses.*



# Unit 3: Nūmero (Numbers)

3

## Theme

Numbers

## Learning Outcomes

By the end of this unit, students will be able to:

- count from 1 to 10 in Cook Islands Māori;
- give their phone number and ask someone for their phone number;
- recognise the numbers 11–20 and the pattern for counting from 11– 20 (and from 21 to 99);
- say their age and ask how old someone is.

## Curriculum Links

1.5 use basic words and expressions for numbers;

1.12 give simple personal information.

## Language Targets

ta'i	one	kāre	zero
rua	two	ōku mata'iti	my age
toru	three	ō'ou mata'iti	your age
'ā	four	ōna mata'iti	his/her age
rima	five	terepōni	telephone
ono	six	nūmero	number
'itu	seven	'ea'a?	what?
varu	eight	'ē'ia?	how many?
iva	nine		
ta'i nga'uru	ten		
ta'i nga'uru mā ta'i	eleven		
ta'i nga'uru mā rua	twelve		
ta'i nga'uru mā toru	thirteen		
<i>and so on, up to</i>			
rua nga'uru	twenty		

## Structures

‘Ea’a tō’ou nūmero terepōni?

What is your phone number?

‘E 8564179 tōku nūmero terepōni.

My phone number is 8564179.

‘E nūmero 8564179.

The number is 8564179.

‘Ēia ō’ou mata’iti?

How old are you? (how many years?)

‘Ē ta’i nga’uru mā rua ōku mata’iti.

I am 12 years old.

‘Ēia ōna mata’iti?

How old is he/she?

‘Ē ta’i nga’uru mā rua ōna mata’iti.

He/she is 12 years old.

### Extension

Recognise the pattern for counting from 21 to 99:

rua nga’uru mā ta’i                      twenty-one

iva nga’uru mā iva                      ninety-nine

(The pattern is simply two tens plus one (21), two tens plus two (22) and so on up to nine tens plus nine (99).

## Cultural Aspects

### People’s age

Reaching a particular age can be a milestone. Milestone birthdays include: a child’s first birthday; the birthday when they start school (age 5 in New Zealand, age 6 in the Cook Islands); a young person’s twenty-first birthday, when they may celebrate reaching adulthood; and an older person’s fiftieth, sixtieth, seventieth, eightieth, ninetieth, or one hundredth birthday, when they celebrate their long life with their family.

The DVD material for unit 3 presents a special kind of Cook Islands birthday ceremony – the haircutting ceremony.

### Telephones

People use phones and cellphones (as well as email and the postal service) in the Cook Islands and in Cook Islands communities in New Zealand to keep in touch, for example, with relatives who live far away.

- The international dial code for the Cook Islands is 00682.
- Cook Islands time is twenty-two hours behind New Zealand time.
- Students could do research to find out the emergency numbers for police, ambulance, and so on, in the Cook Islands.

The question ‘Ea’a tō’ou nūmero terepōni? (What is your phone number?) is usually answered by simply giving the number.

Telephone numbers should be broken down into groups of three or fewer digits, for example, 333 666 1.

## Teachers' Notes

The concept of zero is expressed by *kāre*, which also means no, none, and nothing.

### *Giving one's telephone number*

When giving a string of separate numbers, as in a telephone number, the speaker would usually preface each number with 'ē ('ē *ta'i*, 'ē *toru*, 'ē *iva*). Alternately, the speaker can pause between numbers, to mark the divisions.

### *Possessive adjectives with age and telephone numbers*

*Mata'iti* (age; literally, years) is a plural noun, so the possessive adjective used with it takes a different form from that used with the singular term "telephone number". For example:

*Ko tēia tōku nūmero terepōni.* (This is my telephone number.)

'*Ē iva ōku mata'iti.* (My years are nine.)

It may be best for the students to learn how to say their own and others' ages as formulaic phrases at this stage. The following chart gives the possessive adjectives (for the first, second, and third person) that are used for one person's age and telephone number.

	One person's
<b>First person</b>	tōku – my (phone number) ōku – my (age/years)
<b>Second person</b>	tō'ou – your (phone number) ō'ou – your (age/years)
<b>Third person</b>	tōna – his/her (phone number) ōna – his/her (age/years)

See OHT 2 (3B) and OHT 2 (3C) for examples of sentences.

# UNIT 3: LESSON A

3A

## LEARNING OUTCOMES

The students will learn to:

- count from 1 to 10 in Cook Islands Māori.

## RESOURCES

- Unit 3 DVD and transcript
- Unit 3 Audio CD and transcript
- OHT 1: What numbers do these words represent?
- OHT 2: Numbers 1–10
- Flashcards for 1 to 10 with words on one side and numerals on the other (teacher or students can make these).

## LESSON OUTLINE

### *Introduction and Revision*

Greet the students with *Kia orāna* and ask them how they are. Revise previous language – if the portrait-drawing activity suggested for the last unit was done, students could be asked to stand next to the portrait that they drew of their friend on the wall and to introduce their friend.

Share the learning outcome for this lesson: the students will learn to count from 1 to 10 in Cook Islands Māori. Ask the students the purpose of learning the words for numbers. When do they use numbers in day-to-day conversations? They may need some prompting. Some suggestions are to give each other a phone number; to tell the time, to ask a person's age, and to ask the cost of an item when buying something.

### *Learning Activities*

1. Show OHT 1. Ask the students to work in pairs to predict what numbers each word might mean. Ask them to report back how they made these predictions. What language links did they use? For example, *rima* is the same as the New Zealand Māori word for number 5. Ask some pairs to share their predictions.
2. Show OHT 2 and check their predictions. Look for similarities to and differences from the words for numbers in any other languages that the students know.
3. View DVD Unit 3 (includes numbers from 1–10).
4. Play track 13 on the audio CD (numbers from 1 to 10) as the students view OHT 2. Ask the students to repeat each number aloud as they listen to the speaker. Help the students to identify and use the macrons and glottal stops to assist their reading.

5. Use the flashcards for the vocabulary-teaching sequence Mind Games at: [www.tki.org.nz/r/language/lls/oui/introduction/video\\_e.php](http://www.tki.org.nz/r/language/lls/oui/introduction/video_e.php)
  - Go through the numbers 1 to 10 again. Pause for five seconds before saying each number to allow the students to predict the word in their heads before you say it.
  - Go through the numbers again, keeping the same order. As you show each flashcard, give the students a choice of two numbers. For example, show the flashcard with the numeral 1 and ask, “Is this number *ta’i* or *iva*?” (The students should call out “*ta’i*”.)
  - Hold up each flashcard again, one at a time, for the students to produce the correct numbers in order. Then hold them up in random order.
6. View unit 3 DVD again to identify the numbers from 1 to 10. You could sing the song “E Ono Mōkorā” (Six [little] ducks) to the familiar tune, in Cook Islands Māori.
7. Play the counting game ‘Ō’ō, as follows. Ask the students to stand in a circle. One student says “*ta’i*”, then the student on their right says “*rua*”, then the one on their right says “*toru*”, and so on around the circle until the number *ta’i nga’uru* is reached. Instead of saying “*ta’i nga’uru*”, that student says “*ō’ō*” and sits down. The next student begins again with “*ta’i*”, and the game continues until only one student is left standing. That student then begins the next round of the game. (This game is adapted from page 16 of the *Guidelines for Cook Islands Māori Language Programmes*.)

### Revision Activity

Students make their own vocabulary cards. They write the Cook Islands Māori word on one side and the English word on the other (see below). They can keep these words in an envelope and use them in partner work to check each other’s progress in recalling what they have learnt. Ask them to revise first from Cook Islands Māori into English and then from English into Cook Islands Māori.

### Evaluation

**EITHER:** Have the students fill in checklists similar to the model below.

Today I learned:

- to count from 1 to 10 in Cook Islands Māori.

**OR:** Have each student assess their own learning progress and record it on a chart like this:

I need more practice	I can count from 1 to 5	I can count from 1 to 10

# OHT 1: What numbers do these words represent?

3A

‘ā

rua

‘itu

toru

ta‘i nga‘uru

varu

iva

ta‘i

ono

rima

# OHT 2: Numbers 1–10

3A

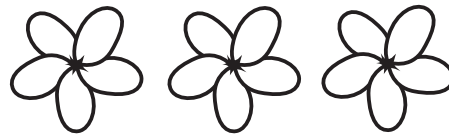
1 ta'i



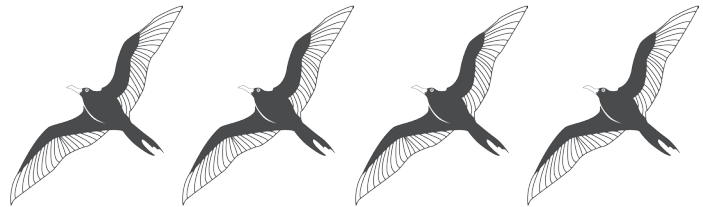
2 rua



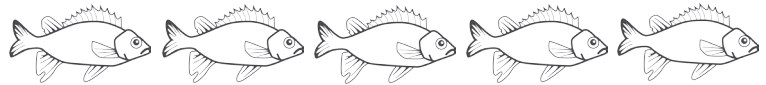
3 toru



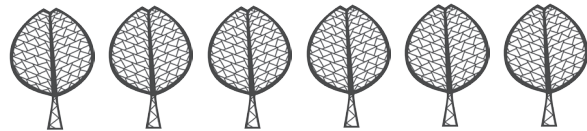
4 'ā



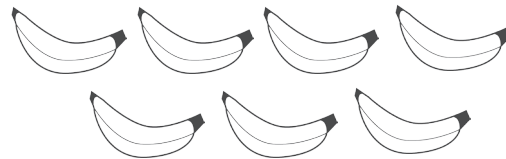
5 rima



6 ono



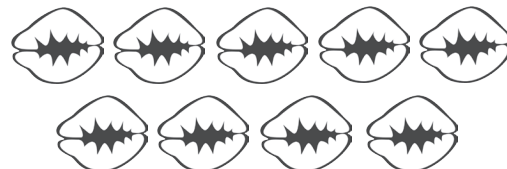
7 'itu



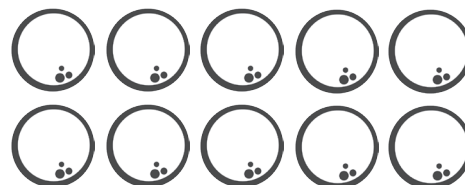
8 varu



9 iva



10 ta'i nga'uru



# UNIT 3: LESSON B

3B

## LEARNING OUTCOMES

The students will learn to:

- give their phone number;
- ask someone for their phone number;
- recognise and use the numbers 11 to 20 in Cook Islands Māori.

## RESOURCES

- Unit 3 DVD and transcript
- Unit 3 Audio CD and transcript
- OHT 1: What is your phone number?
- OHT 2: Who is talking?
- Teacher Checksheet 1: Answers to “Who is talking?”
- OHT 3: Numbers 11–20
- OHT 4: Numbers 21–30
- Worksheet 1: Find the numbers
- Teacher checksheet 2: Answers to “Find the numbers” activity
- Resource sheet 1
- Tennis ball or koosh ball.

## LESSON OUTLINE

### *Introduction and Revision*

View OHT 2 from lesson A to revise the numbers 1 to 10. Turn off the OHP. Use a tennis ball or koosh ball to revise 1 to 10 with the students.

Share the learning outcomes for this lesson: the students will learn to give their phone number and ask someone for their phone number. They will recognise and use the numbers 11 to 20 in Cook Islands Māori.

### *Learning Activities*

1. Revisit the Unit 3 DVD section on telephone numbers. Then show OHT 1 and play track 15 of the audio CD to model pronunciation of the target language.

‘Ea’a tō’ou nūmero terepōni?

What is your phone number?

‘E 8913547 tōku nūmero terepōni.

My phone number is 8564179.

‘E nūmero 0264179.

The number is 8564179.

2. Introduce the word for zero (*kāre*) and talk about the other meanings of *kāre* (no, not, nothing).



3. Ask the students to identify how you ask for someone's phone number and say what your phone number is. Write the question pattern and the answer pattern from OHT 1 on the board. Practise them several times. Draw attention to the macrons and glottal stops in the question and discuss what these tell you about the pronunciation. The students can practise saying the patterns aloud several times, using different phone numbers in their answers. Display OHT 2 from lesson 3A (and add *kāre*) as a reference for saying the Cook Islands Māori numbers up to 10.
4. Have the students complete Worksheet 1, a number find activity using the words for 1 to 10.
5. View OHT 2: "Who is talking?" and listen to track 16 on the audio CD. The students can say the numbers along with the speakers on the CD as each speaker repeats their telephone number. Then the students (working individually or in pairs) match the telephone numbers in figures, which accompany each pictured speaker on the OHT (for example, Anau, 123 4567), to the matching number above, which is written out in full in Cook Islands Māori. They go on to write the correct name in the "answer" space. Use Teacher checksheet 1 to read out the correct answers, which are listed by the Cook Islands Māori alphabet (a, e, ng, i, k, m ...).
6. Speaking Activity: Ask the students to say their own phone numbers using Cook Islands Māori. They can share their phone numbers in pairs or groups.
7. Speaking Activity using Resource Sheet 1. Make three sets of the same series of phone numbers and cut them out, ensuring you have one phone number per student. Ask each student to take one phone number. The students then ask each other, in Cook Islands Māori, what their phone number is, and then give their own numbers. The goal is to find who shares your phone number (without showing the card) while speaking entirely in Cook Islands Māori. If necessary, display OHT 2 from lesson 3A (and add *kāre*) as a reference for saying the Cook Islands Māori numbers up to 10.
8. Play track 14 of the audio CD (numbers from 11 to 20). Play it several times. Ask the students to identify the pattern used to form the numbers 11 to 20. View OHT 3 to confirm the patterns. Can they predict how it might go on for numbers over 20? Play the audio CD again, asking the students to repeat the words as they hear them. Then have the students work in pairs to write out the numbers 21 to 30. Compare the results as a class. View OHT 4 to check the answers.
9. Ask the students, "How do we say 'twelve' in Cook Islands Māori?" "*Ta'i nga'uru mā rua.*" Write this phrase on the whiteboard. Then write "20" (or use a flashcard) and ask the students, "Ea'a tē'ia nūmero?" Write the students' responses in words on the whiteboard. Then confirm: "20? – *Rua nga'uru.*" (Have the students say this phrase.) Write "21" and ask "Ea'a tē'ia nūmero?" "*Rua nga'uru mā ta'i.*" "The structures are simple. For example, "\_\_\_ nga'uru mā \_\_\_." Write this on the whiteboard. "So, *toru nga'uru mā ta'i* is 31." Write this on the whiteboard.

10. Speaking activity: Play the game Fly Swat (as described at [www.tki.org.nz/r/language/lls/oui/introduction/video\\_e.php](http://www.tki.org.nz/r/language/lls/oui/introduction/video_e.php)) using the numbers 1 to 20. Model the activity several times with the class, then ask the students to work in small groups with one student calling out the numbers to that group.
11. Review DVD Unit 3 to enable the students to enjoy it in light of what they have learned.

***Optional Activity: A cellphone role play***

*You will need to ensure that there are at least two cellphones in the class for this activity.*

*Alternatively, model phones or imaginary phones could be used.*

The role-play scenario could be that four students bump into each other on the street, introduce their friends to one another, and then punch each other's phone numbers into their phones. Finally, they check each other's phones to see if they got it right.

***Evaluation***

Have the students fill in checklists similar to the model below.

**Today I learned:**

- to give my phone number;
- to ask someone for their phone number;
- to use and recognise the numbers 11 to 20.

# OHT 1: What is your phone number?

3B

Kāre

Zero

‘Ea‘a tō‘ou nūmero terepōni?

What is your phone number?

‘E 8564179 tōku nūmero terepōni.

My phone number is 8564179.

‘E nūmero 8564179.

The number is 8564179.

## OHT 2: Who is talking?

3B



- Listen to six sentences read aloud.

- Each sentence includes a phone number that belongs to one of the people shown in the box below.



- Write the name of the person speaking in each sentence. The first one is done for you.

a. 'Ē ta'i rua toru 'ā rima ono 'itu tōku nūmero terepōni.

Answer: Anau

e. 'Ē ono ono 'itu iva rua toru 'ā tōku nūmero terepōni.

Answer: \_\_\_\_\_

ng. 'Ē 'ā toru ono rima rima rima rima tōku nūmero terepōni.

Answer: \_\_\_\_\_

i. 'Ē rua 'ā rima iva varu iva varu tōku nūmero terepōni.

Answer: \_\_\_\_\_

k. 'Ē toru rima rima 'itu rima ta'i toru tōku nūmero terepōni.

Answer: \_\_\_\_\_

m. 'Ē toru toru rima ono rua ta'i iva tōku nūmero terepōni.

Answer: \_\_\_\_\_



Tiare  
245 9898



Anau  
123 4567



Ropati  
436 5555



Mere  
667 9234



Mati  
335 6219



Teremoana  
355 7513

# TEACHER CHECKSHEET 1

3B

Answers to “Who is talking?”

Answers: a = Anau, e = Mere, ng = Ropati, i = Tiare, k = Teremoana, m = Mati

## OHT 3: Numbers 11–20

3B

Ta'i nga'uru mā ta'i	eleven
Ta'i nga'uru mā rua	twelve
Ta'i nga'uru mā toru	thirteen
Ta'i nga'uru mā 'ā	fourteen
Ta'i nga'uru mā rima	fifteen
Ta'i nga'uru mā ono	sixteen
Ta'i nga'uru mā 'itu	seventeen
Ta'i nga'uru mā varu	eighteen
Ta'i nga'uru mā iva	nineteen
Rua nga'uru	twenty

## OHT 4: Numbers 21–30

3B

- 21        rua nga‘uru mā ta‘i
- 22        rua nga‘uru mā rua
- 23        rua nga‘uru mā toru
- 24        rua nga‘uru mā ‘ā
- 25        rua nga‘uru mā rima
- 26        rua nga‘uru mā ono
- 27        rua nga‘uru mā ‘itu
- 28        rua nga‘uru mā varu
- 29        rua nga‘uru mā iva
- 30        toru nga‘uru

# WORKSHEET 1: FIND THE NUMBERS

3B



- Circle the hidden words for 1–10. One has been done for you.



- Compare your answers with your partner when you have finished.  
Which numbers have more than one entry?

t	m	i	k	ū	r	i	m	a	k
u	a	ng	v	i	u	ā	t	m	ng
t	p	‘	u	a	a	m	ē	k	r
e	v	k	i	p	t	p	o	ng	e
p	u	ō	n	ng	‘	i	t	u	ī
‘	ā	m	ē	r	a	t	a	‘	i
i	r	k	r	m	k	‘	r	e	t
t	ng	v	a	r	u	m	u	p	o
u	‘	k	o	n	p	ā	k	r	r
o	n	o	ng	p	ā	r	e	e	u
ā	k	a	ī	t	ng	p	ū	n	‘



# TEACHER CHECKSHEET 2:

## Find the numbers

3B



- Circle the hidden words for 1–10. One has been done for you.



- Compare your answers with your partner when you have finished.  
Which numbers have more than one entry?

t	m	i	k	ū	r	i	m	a	k
u	a	ng	v	i	u	ā	t	m	ng
t	p	‘	u	a	a	m	ē	k	r
e	v	k	i	p	t	p	o	ng	e
p	u	ō	n	ng	‘	i	t	u	ī
‘	ā	m	ē	r	a	t	a	‘	i
i	r	k	r	m	k	‘	r	e	t
t	ng	v	a	r	u	m	u	p	o
u	‘	k	o	n	p	ā	k	r	r
o	n	o	ng	p	ā	r	e	e	u
ā	k	a	ī	t	ng	p	ū	n	‘

3987 416	3987 416	3987 416
4780 555	4780 555	4780 555
9876 721	9876 721	9876 721
4435 098	4435 098	4435 098
9723 464	9723 464	9723 464
3887 416	3887 416	3887 416
4790 555	4790 555	4790 555
9870 721	9870 721	9870 721
2435 098	2435 098	2435 098
8723 464	8723 464	8723 464

# UNIT 3: LESSON C

3C

## LEARNING OUTCOMES

The students will learn to:

- count from 11 to 20 in Cook Islands Māori;
- say how old they are;
- ask how old someone else is.

## RESOURCES

- Unit 3 DVD and transcript
- Unit 3 Audio CD and transcript
- OHT 1: What numbers do these words represent?
- OHT 2: How old are you?
- Worksheet 1: A bit of maths
- Teacher checksheet 1: A bit of maths
- Worksheet 2: How old are you?
- Teacher checksheet 2: How old are you?
- Flashcards for 11 to 20 with words on one side and numbers on the other (teacher or students can make these).

## LESSON OUTLINE

### *Introduction and Revision*

View OHT 1 to revise the pattern for the numbers 1 to 10.

View OHT 3 from lesson 3B to revise the pattern for the numbers 11 to 20 and/or use the optional cellphone role-play speaking activity from lesson 3B.

Share the learning outcomes for this lesson: the students will learn to count from 11 to 20 in Cook Islands Māori. They will learn to say how old they are and to ask how old someone is.

### *Learning Activities*

1. Use the flashcards to model the “Mind Games” as in lesson 3A.
  - Go through the numbers 11 to 20 again. Pause for five seconds before saying each number to allow the students to predict the word in their heads before you say it.
  - Go through the numbers again, keeping the same order. As you show each flashcard, give students a choice of two numbers. For example, show the flashcard with the numeral 12 and ask, “Is this number *ta’i nga’uru mā rua* or *ta’i nga’uru mā iva*?” (The students should call out, “*ta’i nga’uru mā rua*!”)
  - Hold up each flashcard one at a time again for the students to produce the correct numbers in order. Then hold them up in random order.

- |                                       |                           |
|---------------------------------------|---------------------------|
| ‘Ē‘ia ō‘ou mata‘iti?                  | How old are you?          |
| ‘Ē ta‘i nga‘uru mā ‘itu ōku mata‘iti. | I am 17 years old.        |
| ‘Ē‘ia ōna mata‘iti?                   | How old is he/she?        |
| ‘Ē _____ ōna mata‘iti.                | He/she is ____ years old. |

- ### Extension Activity

- 92

## ***Evaluation***

Have the students fill in checklists similar to the model below.

3C

Today I learned:

- to count from 11 to 20 in Cook Islands Māori;
- to say how old I am;
- to ask how old someone is.

# OHT 1: What numbers do these words represent?

3C

rua

ta'i nga'uru

toru

ono

rima

varu

'itu

'ā

iva

ta'i

## OHT 2: How old are you?

3C

‘Ē‘ia ō‘ou mata‘iti?

How old are you?  
(how many years?)

‘Ē ta‘i nga‘uru mā ‘itu ōku mata‘iti.

I am 17 years old.

‘Ē‘ia ōna mata‘iti?

How old is he/she?

‘Ē ta‘i nga‘uru mā ‘itu ōna mata‘iti.

He/she is 17 years old.

## Activity 1:



Finish these equations

- a. Ta'i nga'uru mā ono + rua = \_\_\_\_\_
- b. Rua nga'uru + rima = \_\_\_\_\_
- c. Ono nga'uru mā ono + rima = \_\_\_\_\_
- d. 'Ā nga'uru mā varu + ta'i = \_\_\_\_\_
- e. Rima nga'uru mā ono + ono = \_\_\_\_\_
- f. Ta'i nga'uru mā ono + iva = \_\_\_\_\_

## Activity 2:



Add one more number to each of these series

- a. Ta'i, toru, rima, \_\_\_\_\_
- b. Rima, ta'i nga'uru, ta'i nga'uru mā rima, \_\_\_\_\_
- c. Rua nga'uru, ta'i nga'uru mā ono, ta'i nga'uru mā rua, \_\_\_\_\_
- d. Ta'i, rua, 'ā, varu, \_\_\_\_\_
- e. Ta'i, rua, 'ā, 'itu, \_\_\_\_\_
- f. Rua nga'uru, ta'i nga'uru mā iva, ta'i nga'uru mā 'itu, ta'i nga'uru mā 'ā  
\_\_\_\_\_



# TEACHER CHECKSHEET 1:

## A bit of maths

3B

### Activity 1:



Finish these equations

- a. Ta'i nga'uru mā ono + rua = ta'i nga'uru mā varu
- b. Rua nga'uru + rima = rua nga'uru mā rima
- c. Ono nga'uru mā ono + rima = 'itu nga'uru mā ta'i
- d. 'Ā nga'uru mā varu + ta'i = 'ā nga'uru mā iva
- e. Rima nga'uru mā ono + ono = ono nga'uru mā rua
- f. Ta'i nga'uru mā ono + iva = rua nga'uru mā rima

### Activity 2:



Add one more number to each of these series

- a. Ta'i, toru, rima, 'itu,
- b. Rima, ta'i nga'uru, ta'i nga'uru mā rima, rua nga'uru
- c. Rua nga'uru, ta'i nga'uru mā ono, ta'i nga'uru mā rua, varu
- d. Ta'i, rua, 'ā, varu, ta'i nga'uru mā ono
- e. Ta'i, rua, 'ā, 'itu, tai nga'uru mā ta'i
- f. Rua nga'uru, ta'i nga'uru mā iva, ta'i nga'uru mā 'itu, ta'i nga'uru mā 'ā, tai nga'uru

# WORKSHEET 2: How old are you?

3C



To say how old you are in Cook Islands Māori, you say how many years you have. So, if you are eleven years old, you say, *‘Ē ta’i nga’uru mā ta’i ōku mata’iti* (I have 11 years).

Look at the examples below and fill in the speech bubbles, giving each person’s name and age. The first is done for you, and the last is for you to write your own name and age in.



Kiri, 11

*Ko Kiri tōku ingoa.  
‘Ē ta’i nga’uru mā ta’i ōku mata’iti.*

Tiare, 15



Tu, 10

Me, (my age)



Ropati, 12

# TEACHER CHECKSHEET 2:

## How old are you?

3C

To say how old you are in Cook Islands Māori, you say how many years you have. So, if you are eleven years old, you say, 'Ē ta'i nga'uru mā ta'i ōku mata'iti (I have 11 years).

Look at the examples below and fill in the speech bubbles, giving each person's name and age. The first is done for you, and the last is for you to write your own name and age in.



*Ko Kiri tōku ingoa.*  
*'Ē ta'i nga'uru mā ta'i ōku mata'iti.*



*Ko Tiare tōku ingoa.*  
*'Ē ta'i nga'uru mā rima ōku mata'iti.*



*Ko Tu tōku ingoa.*  
*'Ē ta'i nga'uru ōku mata'iti.*

Me, (my age)



*Ko Ropati tōku ingoa.*  
*'Ē ta'i nga'uru mā rua ōku mata'iti.*

# AUDIO TRANSCRIPT UNIT 3

3

## Track 12 Vocabulary for Unit 3

ōku mata'iti  
ō'ou mata'iti  
ōna mata'iti  
terepōni  
nūmero  
'ea'a?  
'ē'ia?

## Track 13 Numbers 1–10

ta'i  
rua  
toru  
'ā  
rima  
ono  
'itu  
varu  
iva  
ta'i nga'uru

## Track 14 Numbers 11–20

ta'i nga'uru mā ta'i  
ta'i nga'uru mā rua  
ta'i nga'uru mā toru  
ta'i nga'uru mā 'ā  
ta'i nga'uru mā rima  
ta'i nga'uru mā ono  
ta'i nga'uru mā 'itu  
ta'i nga'uru mā varu  
ta'i nga'uru mā iva  
rua nga'uru

## Track 15 Telephone Numbers

Telephone numbers – nūmero terepōni  
For telephone numbers, you need to be able to say and write kāre (zero) as well as the numbers 1 to 9. Remember, kāre not only means no or nothing but can also be used to express zero – kāre.

TAMATI: 'Ea'a tō'ou nūmero terepōni?  
SARAI: 'E varu, iva, ta'i, toru, rima, 'ā, 'itu tōku nūmero terepōni.  
'Ea'a tō'ou nūmero terepōni?  
TAMATI: 'E nūmero kāre, rua, ono, 'ā, ta'i, 'itu, iva

## Track 16 “Who is Talking?” Activity in Lesson 3B

ANAU: 'E ta'i rua toru 'ā rima ono 'itu tōku nūmero terepōni. (*Repeats*)  
MĀTI: 'E toru toru rima ono rua ta'i iva tōku nūmero terepōni. (*Repeats*)  
ROPATI: 'E 'ā toru ono rima rima rima rima tōku nūmero terepōni. (*Repeats*)  
TIARE: 'E rua 'ā rima iva varu iva varu tōku nūmero terepōni. (*Repeats*)  
TEREMOANA: 'E toru rima rima 'itu rima ta'i toru tōku nūmero terepōni. (*Repeats*)  
MERE: 'E ono ono 'itu iva rua toru 'ā tōku nūmero terepōni. (*Repeats*)

## Track 17 Dialogue: Asking and Giving Age

Listen to the following conversation.

TAMATI: 'Ē'ia ō'ou mata'iti?  
SARAI: 'Ē ta'i nga'uru mā 'itu ōku mata'iti.  
SPEAKER 1: 'Ē'ia ōna mata'iti?  
TAMATI: 'Ē ta'i nga'uru mā 'itu ōna mata'iti.

## Track 18 “Extension Activity” in Lesson 3C

The following numbers are related to an extension activity in lesson C. Listen carefully to the numbers read out, and see how many you can identify.

ta'i nga'uru  
rua nga'uru  
toru nga'uru  
rua nga'uru mā rima  
toru nga'uru mā rima  
'ā nga'uru mā rima  
rima nga'uru mā toru  
ono nga'uru mā toru  
'itu nga'uru mā toru

# DVD STORY TRANSCRIPT UNIT 3

3

## SCENE 2

*Ina and her family are about to head to the airport for her trip to Rarotonga.*

DAD

Ngātoko! How many bags does Ina have?

Ngātoko! Ē ia o Ina kiri kakau?

NGATOKO

1 ... 2 ... 3 ... so far!

Ta'i ... rua ... toru ... i konei!

INA

And this one, 4!

E 'ā ki tēia!

NGATOKO

OK, 1 ... 2 ... 3 ... 4. How many do you need?

Ta'i ... rua ... toru ... 'ā. Eia aau i inangaro?

INA

All four. I'm going for three months!

E 'ā pouroa. E toru marama it te roa!

## SCENE 4

*The family approach the check-in counter at Air New Zealand. The check-in queue is long, and NGATOKO counts the number of people waiting.*

NGATOKO

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and four of us, that's fourteen! This is going to take a long time!

Ta'i, rua, toru, 'ā, rima, ono, itu, varu, iva, ki te ngauru ma 'ā. Ta'i ngauru ma 'ā te katoatoaanga.

Ka roa te taime!

The family come to the head of the queue.

CHECK-IN OPERATOR

Next. ... Where are you going today?

Aere mai. ... Ka aere koe ki ea i teia ra?

INA

To Rarotonga.

Ki Rarotonga.

CHECK-IN OPERATOR

How many bags do you have, Ina?

Eia oou kiri kakau, e Ina?

NGATOKO

Too many!

Maata roa!

INA

Four bags altogether.

E 'ā te katoatoaanga.

# Unit 4: Ngutu‘are Tangata (Family)

4

Note that a lot of new language has to be learned to cover concepts that are different in English and Cook Islands Māori. You may want to extend the time for this unit.

## Theme

Family

## Learning Outcomes

By the end of this unit, students will be able to:

- say how many brothers or sisters they have;
- ask others who is in their family and say who is in their own family, including their brothers or sisters, their grandparents, their parents’ brothers and sisters, and their cousins (the children of their parents’ brothers and sisters);
- ask others who is in their *ngutu‘are tangata* (household family) and say who is in their own;
- discuss (in English and/or Cook Islands Māori) the roles of *teina* and *tuakana*.

## Curriculum Links

1.3 introduce themselves and others;

1.12 give simple personal information ...

## Revision

numbers 1–20

māmā mother

pāpā father

## Language Targets

tua‘ine	sister ( <i>of a boy or man</i> )
tungāne	brother ( <i>of a girl or woman</i> )
māmā rū‘au	grandmother (informal)
pāpā rū‘au	grandfather (informal)
tamā‘ine	daughter, girl
tamaiti	son, boy, child
tuakana	older brother of a boy
tuakana	older sister of a girl
teina	younger brother of a boy
teina	younger sister of a girl

‘akametua	like a parent; aunt, uncle
‘akametua va‘ine	like a mother; aunt
‘akametua tāne	like a father; uncle
‘akatua‘ine	like a sister (of a boy or man); cousin
‘akatangāne	like a brother (of a girl or woman); cousin
‘akatuakana	like a tuakana; cousin
‘akateina	like a teina; cousin
ngutu‘are tangata	household family
Ko‘ai au?	Who am I?

## Language Structures

‘Ē‘ia ō‘ou tua‘ine?	How many sisters do you have? ( <i>to a male</i> )
‘Ē _____ ōku tua‘ine.	I have _____ sisters.
‘Ē‘ia ō‘ou tungāne?	How many brothers do you have? ( <i>to a female</i> )
‘Ē _____ ōku tungāne.	I have _____ brothers.
Ko‘ai tēia?	Who is this?
Ko tōku tu‘āine tēia.	This is my sister.
Ko tōku tungāne tēia.	This is my brother.
Ko tōku tungāne teia, ko Joe.	This is my brother Joe.
Ko Māmā Rū‘au tēia.	This is Grandma. (informal)
Ko Pāpā Rū‘au tēia.	This is Grandpa. (informal)
‘Ē _____ ōku tua‘ine.	I have _____ sisters.
‘Ē _____ ōku tungāne.	I have _____ brothers.
Ko _____ tōku tua‘ine.	My sister is _____.
Ko _____ tōku tungāne.	My brother is _____.
Ko _____ tōku māmā rū‘au.	My grandma is _____.
Ko _____ tōku pāpā rū‘au.	My grandpa is _____.
Ko _____ tōku teina.	My <i>teina</i> is _____.
Ko _____ tōku tuakana.	My <i>tuakana</i> is _____.
Ko tōku tua‘ine tēia, ko Kiri.	This is my sister, Kiri.
Ko tōku tungāne tēia, ko Tere.	This is my brother, Tere.
Ko tōku tuakana tēia, ko Maui.	This is my tuakana, Maui.
Ko tōku teina tēia, ko Joe.	This is my teina, Joe.
Ko Kura tēia.	This is Kura.

Ka 'akametua va'ine au i ā ia.	She is my aunt. (She is like a mother to me.)
Ko Pokoina tēia.	This is Pokoina.
Ka 'akametua tāne au i ā ia.	He is my uncle. (He is like a father to me.)
'Ē rua ō tōku Māmā tungāne.	My mother has two brothers.
Ko Tere tēia, tōna tungāne.	This is her brother, Tere.
'Ē toru ō tōku Pāpā tua'ine.	My father has three sisters.
Ko Kiri tēia, tōna tua'ine.	This is his sister, Kiri.
Ko Joe tēia. Ka 'akametua tāne au i ā ia. E tungāne āia nō tōku māmā. This is Joe. He is like a father to me. He's my mother's brother.	
Ko Teremoana tēia. Ka 'akātua'ine au i ā ia. E tamā'ine āia nā Joe. [ <i>boy speaking</i> ] This is Teremoana. She is like a sister to me. She's Joe's daughter.	
Ko Metua tēia. Ka 'akatangāne au i ā ia. E tamaiti āia nā Kiri. [ <i>girl speaking</i> ] This is Metua. He is like a brother to me. He's Kiri's son.	
Ko Teremoana tēia. Ka 'akatuakana au i ā ia. E tamā'ine āia nā Joe. [ <i>girl speaking</i> ] This is Teremoana. She is like a tuakana to me. She's Joe's daughter.	
Ko Metua tēia. Ka 'akateina au i ā ia. E tamaiti āia nā Joe. [ <i>boy speaking</i> ] This is Metua. He is like a teina to me. He's Joe's son.	
Ko'ai tei roto i tō'ou ngutu'are tangata? Who is in your household family?	
Ko tōku māmā, ko tōku pāpā rū'au, ko tōku tuakana ko Mere, 'ē au. My mother, my grandfather, my older sister Mere, and me.	
'Ē'ia tangata i roto i tō'ou ngutu'are tangata? How many people are in your household family?	
'Ē rima tangata i roto i tōku ngutu'are tangata. There are five people in my household family.	

## Cultural Aspects

### *Family roles*

The kōpū tangata (extended family) is important in the Cook Islands. There are few small families. The kōpū tangata embraces all the immediate members of the family – uncles, aunts, cousins, distant cousins, and all who have married into the family.

All are recognised as relations, and are accorded the same warmth and hospitality.

Members of the kōpū tangata work within a set structure which forms a strong network of shared responsibilities.

Each person in the home has clearly defined responsibility, and everyone is expected to help with chores.



The principle of collective responsibility in the *kōpū tangata* means that it is quite normal for children to be brought up by uncles, aunts, or by other members of the family. These adults take the role of parents. All the members of the household – including the older children – help to care for the needs of the young children. Grandparents are part of the household. They play an active part in advising and teaching family members and are an important link with the home island and the past.

Each family member knows his or her responsibility in helping care for elderly relatives.

The eldest child is always special, particularly if it's a boy. This emphasis on the eldest son is probably more so than in many Papa'ā (Pākehā) families. But if you happen to be second or third or tenth in the family, it doesn't mean you feel less loved. The emphasis on the firstborn is not just a matter of love; there are also unspoken obligations and responsibilities – sometimes heavy responsibilities.

Teenage daughters, whether by choice or by expectation, appear to do a lot of the domestic work around the house. The boys may do, say, the dishes but don't do the cooking or anything like that. This is a Cook Islands custom relating to respect between brothers and sisters. Girls care for their brothers – do their washing, ironing, cleaning, cooking. The boys, in turn, show their love and respect for their sister by looking after her, especially when they go out. It's a two-way thing. You'll hear mothers say to their daughters, "Don't talk like that in front of your brother." A girl might say it in front of her friends, but her brothers are special. This applies to any brother, not just the eldest, and may apply to first cousins. Many of these customs are changing now.

Boys are taught to look after their sisters.

A younger brother is taught to respect his sisters, not only because they are older but because they are his sisters. A younger brother has to listen to his sister, for instance, to keep his bedroom tidy when she tells him to. By the time he's an adult, he knows how to behave; he doesn't need anyone to tell him.

This bond between brother and sister often continues, even if they've married and left home.

In Cook Islands culture, showing respect towards older people is particularly important. For example, at a twenty-first birthday celebration, a person's grandparents and other senior relatives and the ministers will sit at the highest table. Another way of showing respect is choosing a respectful way to address older people – for example, an elderly woman named Mere Ropati could be addressed as Māmā Mere (using her first name) or Māmā Ropati (using her family name).

### *The teina–tuakana relationship*

The *teina–tuakana* relationship between older and younger siblings or cousins of the same gender is an essential part of Cook Islands Māori (and New Zealand Māori) family organisation. The older brother or sister (the *tuakana*) supports and guides the younger one (the *teina*), who respects and looks up to their *tuakana*. This concept is extended into adult life and tribal organisation. For example, the descendants of a *tuakana* are the senior family line and may take precedence over the descendants of their *teina* on formal occasions. The concept is also extended into educational settings; the expert who shares their knowledge with a novice or apprentice is taking a *tuakana* role, and the apprentice takes a *teina* role.

(The terms are also sometimes used to describe older and younger siblings or cousins who are not of the same gender, if they take *teina*–*tuakana* roles in their relationship.)

If possible, teachers should discuss the terms *ngutu‘are tangata*, *teina*, and *tuakana* with local Cook Islands people who speak Cook Islands Māori as their first language.

### **Genealogy**

Before the time of the missionaries John Williams and Papeiha, there were no written records in the Cook Islands. All history, stories, and tribal histories were handed down orally from generation to generation, many being kept alive through chants and songs.

Knowledge of one’s ancestry was – and is – of utmost importance. Therefore, genealogical knowledge was carefully learnt. In the old days, the high-born child would be taught special sacred chants and genealogies. It’s important to know the language, and through it one’s tribal and family ties, as land rights and rights to traditional tribal titles are claimed through one’s genealogical ties. These genealogical ties may link three or more different islands. Each link is highly valued, and families in New Zealand try to keep this knowledge intact.

### **Teachers’ Notes**

Note that some of the structures taught in this unit are chosen for consistency and may not be exactly what a native speaker would usually say.

#### ***Words for family members***

The word for sister, *tua‘ine*, is only used for the sisters of boys or men, and the word for brother, *tungāne*, is only used for the brothers of girls or women. Siblings of the same gender are described as *teina* (if they are younger) and *tuakana* (if they are older) by both boys and girls.

The word for girl or young woman, *tamā‘ine*, is also the word for daughter, but the word for boy or young man, *tamāroa*, is not the usual word for son. In Cook Islands Māori, the word *tamaiti* (child) is generally used for son.

Cook Islands Māori has its own way of referring to the relatives who in English are called aunt, uncle, niece, nephew, or cousin. These relatives are generally addressed by their given names. They can be introduced by giving their name and saying whose child or whose brother or sister they are. Uncles and aunts may be described as “pseudo-parents”. For example, “*Ko Joe tēia. Ka ‘akametua tane au i ā ia. E tungāne ā ia nō tōku Māmā. Ko Mere tēia, tana tamā‘ine.*”/This is Joe. He is like a father to me. He’s the brother of my mother. This is Mere, his daughter.” In the same way, cousins may be described as “like a brother (or sister, or *tuakana*, or *teina*) to me”.

The terms *māmā rū‘au* and *pāpā rū‘au* are used in this resource to refer to “grandmother” and “grandfather” informally. They are not used to address grandparents directly – the words *māmā* and *pāpā* are commonly used for this.

The word *tupuna* can mean grandparent or any ancestor. The formal terms for grandmother and grandfather are *tupuna va‘ine* and *tupuna tāne* respectively. *Tutua tupuna* means old saying or proverb – the talk of the ancestors.

### ***Questions and answers***

Questions that start with “*‘Ē‘ia ...?*”/How many ...?” are usually answered by a sentence that begins with “*‘Ē ...*”, for example:

*‘Ē‘ia ō‘ou tungāne?*                      How many brothers do you have? (*to a female*)

*‘Ē toru ōku tungāne.*                      I have three brothers.

### ***The word “tēia”***

*Tē‘ia*, meaning “This; this by me; this is ...” (or sometimes “Is this ...?”), can be used as part of formulaic phrases at this level; there is no need to try to teach the various ways of talking about “this” and “that” in Cook Islands Māori yet.

### ***Words for “and”***

The word *‘ē* is the usual word for “and”, but in counting, with the first two digits *mā* is used.

# UNIT 4: LESSON A

4A

## LEARNING OUTCOMES

The students will learn to:

- say how many brothers they have (if they are girls);
- say how many sisters they have (if they are boys);
- give their grandparents' names.

## RESOURCES

- Unit 4 DVD and transcript
- Unit 4 Audio CD and transcript
- OHT 1 – Family members
- Photos of your family (and the students could bring photos of their families to the lesson too)
- Worksheet 1 – Family trees
- OHT 2 – Family tree template
- *Kā Kite Katoa te Tamariki Tamā'ine i te Tūpā'oro'oro Papa/Girls Can Skate Too* by Joanne Bowler – Tupu book, audio recording, and teachers' notes
- *Ko e Vemipaea he 'Uapou/The Vampire at the 'Uapou* by Tāria Kingstone and *Ko Māmā Rū'au te Tamā'ine Mou Tiare/The Granny Flower Girl*, by Johnny Frisbie – Tupu books, audio recordings, and teachers' notes (with stories featuring grandfather and grandmother relationships with a child).

## LESSON OUTLINE

### **Introduction and Revision**

Revise the vocabulary for naming one's mother and father, using the character flashcards suggested in Unit 2 (*Kia orāna. Ko Kiri tōku ingoa. Ko Pere tōku pāpā. Ko Mere tōku māmā.*). Quickly revise numbers 1–10 using a tennis ball or koosh ball.

Share the learning outcomes for this lesson: the students will learn to say how many sisters or brothers they have and to identify and name their grandparents, perhaps referring to photos they have brought.

### **Learning Activities**

1. Show the DVD and try to identify which member of the family each person that Ina meets might be. Talk about Moeroa. How many brothers does she have?
2. Listen to the audio CD (tracks 19, 20, and 21) and use OHT 1 to hear and practise first the words for brother, sister, grandmother, and grandfather, and then the following sentence structures. Then show OHT 1 and practise the language again. If the students have photographs of their families, this is an opportunity for them to use these to talk

about their family members. (Note that only boys can talk about their “sisters” and only girls about their “brothers”; you may need to introduce some information about the *teina*–*tuakana* relationship of girls to their sisters and boys to their brothers here – refer to the teachers’ notes above and to lesson 4C.)

‘Ē’ia ō’ou tua’ine?	How many sisters do you have? ( <i>to a male</i> )
‘Ē _____ ōku tua’ine.	I have _____ sisters.
‘Ē’ia ō’ou tungāne?	How many brothers do you have? ( <i>to a female</i> )
‘Ē _____ ōku tungāne.	I have _____ brothers.
Ko’ai tēia?	Who is this?
Ko tōku tungāne tēia, ko Joe.	This is my brother, Joe.
Ko tōku tua’ine tēia, ko Ripeka.	This is my sister, Ripeka.
Ko Māmā Rū’au tēia.	This is Grandma. (informal)
Ko Pāpā Rū’au tēia.	This is Grandpa. (informal)

Ko’ai au?	Who am I?
‘Ē _____ ōku tua’ine.	I have _____ sisters.
‘Ē _____ ōku tungāne.	I have _____ brothers.
Ko _____ tōku tua’ine.	My sister is _____.
Ko _____ tōku tungāne.	My brother is _____.
Ko _____ tōku māmā rū’au.	My grandma is _____.
Ko _____ tōku pāpā rū’au.	My grandpa is _____.

3. These structures lend themselves to a good writing activity – “Match the person to their family”. Using Worksheet 1 and working in pairs, the student take turns to write, for example:

‘Ē toru ōku tua’ine.	I have three sisters.
Ko Ma’ara tōku māmā rū’au.	My grandma is Ma’ara.
Ko’ai au?	Who am I? [KOTIAU]
‘Ē rua ōku tungāne.	I have two brothers.
Ko Tiāre tōku pāpā rū’au.	My grandfather is Tiāre.
Ko’ai au?	Who am I? [PANI]

4. Using the Family tree template on OHT 2, the teacher fills in their own family tree with their own name and the names of their parents, brothers or sisters, and grandparents, leaving blank the spaces for names of their same-sex siblings (*tuakana* or *teina*). Teachers can add more lines for more siblings. Then, referring to the teacher’s family tree (leave the OHT up), the students can draw and label their own real or imaginary family trees with their own names and the names of their parents, brothers or sisters (but not *tuakana* or *teina*), and grandparents. These can then be put up on the classroom wall. They could also revise/recycle ages and fill these in for some or all of the people, if appropriate.
5. Go through the pictures of one of the Tupu books in the resources list. In pairs, the students use the Cook Islands Māori language they know to say who they think might be whose brother, father, grandmother, and so on.

6. Students and teacher could listen to the tapes or CDs of *Ko e Vemipaea he 'Uapou/The Vampire at the 'Uapou* and *Ko Māmā Rū'au te Tamā'ine Mou Tiare/The Granny Flower Girl* with stories featuring grandfather and grandmother relationships with a child, or *Kā Kite Katoa te Tamariki Tamā'ine i te Tūpā'oro'oro Papa/Girls Can Skate Too* featuring a brother–sister relationship, and discuss cultural aspects of these stories. (Refer to the teachers' notes for each Tupu book to find an English translation of the story; the Cook Islands Māori language will probably be too advanced for the students to read at this level.)

### **Homework**

Ask the students to bring in photos of their parents and some or all of their parents' brothers and sisters, as well as their children (the students' cousins), if possible.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to say how many brothers I have; [*girls only*]
- to say how many sisters I have; [*boys only*]
- to give my grandparents' names.

# OHT 1: Family members

4A

tua'ine	sister (of a boy or man)
tungāne	brother (of a girl or woman)
māmā rū'au	grandmother (informal)
pāpā rū'au	grandfather (informal)

‘Ē'ia ō'ou tua'ine?                      How many sisters do you have? (to a male)

‘Ē \_\_\_\_\_ ōku tua'ine.                      I have \_\_\_\_\_ sisters.

‘Ē'ia ō'ou tungāne?                      How many brothers do you have? (to a female)

‘Ē \_\_\_\_\_ ōku tungāne.                      I have \_\_\_\_\_ brothers.

Ko'ai tēia?                      Who is this?

Ko tōku tungāne tēia, ko Joe.                      This is my brother, Joe.

Ko tōku tu'aine tēia, ko Ripeka.                      This is my sister, Ripeka.

Ko Māmā Rū'au tēia.                      This is Grandma. (informal)

Ko Pāpā Rū'au tēia.                      This is Grandpa. (informal)

Ko'ai au?	Who am I?
‘Ē _____ ōku tua'ine.	I have ____ sisters.
‘Ē _____ ōku tungāne.	I have ____ brothers.
Ko _____ tōku tua'ine.	My sister is _____.
Ko _____ tōku tungāne.	My brother is _____.
Ko _____ tōku māmā rū'au.	My grandma is _____.
Ko _____ tōku pāpā rū'au.	My grandpa is _____.

# 4A

Pāpā  
Rū'au  
NGAOA

Māmā  
Rū'au  
MII

Pāpā  
Rū'au  
TIARE

Māmā  
Rū'au  
NGA

ISABEL

KURA

Pāpā  
ROPATI

Māmā  
MERE

HERE

TUPOU

MAUI

Tōku  
tungāne  
TIONE

Ko au  
PANI

Tōku  
tungāne  
TERE

Pāpā  
Rū'au  
MAUI

Māmā  
Rū'au  
MAARA

Pāpā  
Rū'au  
TIATAVA

Māmā  
Rū'au  
TEREMOANA

Pāpā  
KORA

Māmā  
MERE

Tōku tua'ine  
KIRI

Ko au  
KOTIAU

Tōku tua'ine  
METUA

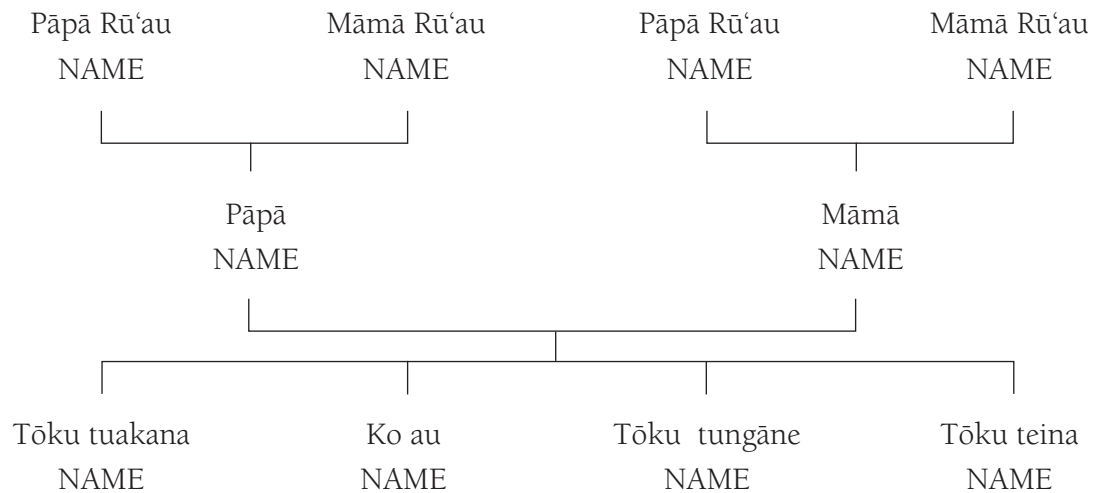
Tōku tua'ine  
MII



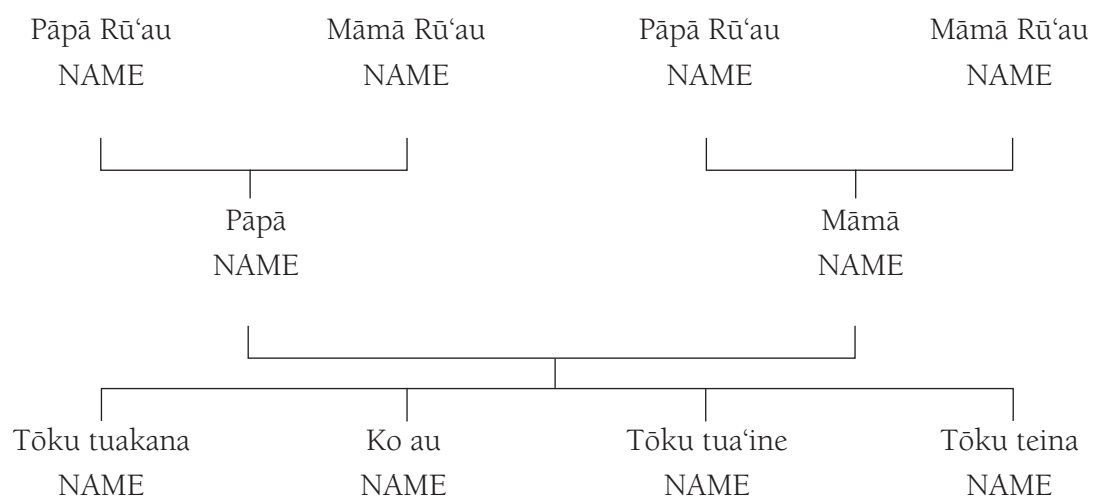
# OHT 2: Family tree template

4A

## Girl's



## Boy's



# UNIT 4: LESSON B

4B

## LEARNING OUTCOMES

The students will learn to:

- talk about their parents' brothers and sisters;
- talk about the children of their parents' brothers and sisters.

## RESOURCES

- Unit 4 DVD and transcript
- Unit 4 Audio CD and transcript
- OHT 1: More family members
- Family tree template (OHT 2 from lesson 4A, to add to).

## LESSON OUTLINE

### *Introduction and Revision*

Revise Lesson A by asking the students to say how many brothers they have (if they are girls) or how many sisters they have (if they are boys). They can show this information to a partner on the family trees that they drew in lesson 4A.

Share the learning outcomes for this lesson: the students will learn to say how many brothers and sisters their parents have and to talk about these relatives and their children.

### *Learning Activities*

1. Ask the students if they have brought photographs of their parents' brothers and sisters and their children. Those who have not could draw simple figures or cut pictures out of magazines and name them, to represent these relatives. In pairs, the students can use the photographs or drawings to introduce these members of their families to their partners.
2. Show the DVD: the students could gather information to enable the class to build a family tree for Ina or Moeroa (on the whiteboard).
3. Listen to the CD (track 22) and follow along, saying these sentences aloud. Later, repeat using OHT 1.

‘Ē rua o tōku māmā tungāne.

My mother has two brothers.

Ko Tere tēia, tōna tungāne.

This is her brother, Tere.

‘Ē toru o tōku pāpā tua‘ine.

My father has three sisters.

Ko Kiri tēia, tōna tua‘ine.

This is his sister, Kiri.

Ko Joe tēia. Ka ‘akametua tāne au i ā ia. E tungāne āia nō tōku māmā.

This is Joe. He is like a father to me. He's the brother of my mother.

Ko Teremoana tēia. Ka 'akatua'ine au i ā ia. E tamā'ine āia nā Joe. [*boy speaking*]  
This is Teremoana. She is like a sister to me. She's the daughter of Joe.

Ko Metua tēia. Ka 'akatungāne au i ā ia. E tamaiti āia nā Kiri. (*girl speaking*)  
This is Metua. He is like a brother to me. He's the son of Kiri.

4. Talk about these Cook Islands ways of describing relatives. The relatives who in English are called aunt, uncle, niece, nephew, or cousin are generally addressed by their given names. They can be introduced by giving their name and saying whose child or whose brother or sister they are. Uncles and aunts may be described as “pseudo-parents”. For example, “*Ko Joe tēia. Ka 'akametua tāne au i ā ia. E tungāne āia nō tōku māmā. Ko Mere tēia, tana tamā'ine.*”/This is Joe. He is like a father to me. He's the brother of my mother. This is Mere, his daughter.” In the same way, cousins may be described as “like a brother (or sister, or *tuakana*, or *teina*) to me”.
5. The students practise saying the sentences in pairs. They then write the sentences in their books, changing the names to those of members of their own real or imaginary families.
6. Using the Family tree template OHT 2 from lesson 4A, the teacher adds their aunts, uncles, and maybe some cousins to their own family tree to demonstrate and reinforce the language for talking about these family members.
7. Using their own family tree diagrams from lesson 4A, the students add their own aunts, uncles, and maybe some cousins to their own existing family trees.

### **Extension**

The students write about their classmate's or their own family and add these descriptions to the family trees and portraits on the wall.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to talk and write about my parents' brothers and sisters;
- to talk and write about the children of my parents' brothers and sisters.

# OHT 1: More family members

4B

tamā'ine daughter, girl

tamaiti son, boy, child

‘akametua like a parent

‘akametua va'ine like a mother

‘akametua tāne like a father

‘akatua'ine like a sister (of a boy or man)

‘akatangāne like a brother (of a girl or woman)

‘Ē rua o tōku māmā tungāne. My mother has two brothers.

Ko Tere tēia, tōna tungāne. This is her brother, Tere.

‘Ē toru o tōku pāpā tua'ine. My father has three sisters.

Ko Kiri tēia, tōna tua'ine. This is his sister, Kiri.

Ko Joe tēia. Ka ‘akametua tāne au i ā ia. E tungāne āia nō tōku māmā.

This is Joe. He is like a father to me. He's the brother of my mother.

Ko Teremoana tēia. Ka ‘akatua'ine au i ā ia. E tamā'ine āia nā Joe. (*boy speaking*)

This is Teremoana. She is like a sister to me. She's the daughter of Joe.

Ko Metua tēia. Ka ‘akatangāne au i ā ia. E tamaiti āia nā Kiri. (*girl speaking*)

This is Metua. He is like a brother to me. He's the son of Kiri.

# UNIT 4: LESSON C

4C

## LEARNING OUTCOMES

The students will learn to:

- talk about their *ngutu'are tangata* (household family);
- discuss (in English and/or Cook Islands Māori) the roles of *teina* and *tuakana*.

## RESOURCES

- Unit 4 DVD and transcript
- Unit 4 Audio CD and transcript
- Worksheet 1 – Family roles
- OHT 1 – Household family members
- OHT 2 – More family members
- OHT 3 – Venn diagram and discussion questions
- *Guidelines for Cook Islands Māori Language Programmes*, pages 36 and 37.

## LESSON OUTLINE

### ***Introduction and Revision***

Revise Lesson 4B by having some students tell the class who their mothers' and fathers' sisters and brothers are, using their family tree diagrams to illustrate what they say.

Share the learning outcomes for this lesson: the students will learn to talk about the people in their *ngutu'are tangata* (household family) and about the complementary roles of *teina* and *tuakana*.

### ***Learning Activities***

1. Watch the DVD. Ask the students to identify the roles of family members and to describe what older and younger sisters or female cousins and older and younger brothers are doing together. Encourage the students to discuss why they might be doing these things. For example, why does Moeroa introduce Ina to her brothers?
2. As a class, discuss the kinds of roles the students have in their own families, especially in relation to older or younger siblings.
3. Hand out Worksheet 1 and read together the definition of the *teina–tuakana* relationship. Make connections to the kinds of roles the students have in their own families. Have students talk, in pairs, about their own (real or imagined) *tuakana* and *teina* or one another's.
4. Listen to track 24 on the audio CD and practise the sentences:

Ko \_\_\_\_ tōku *teina*.

My *teina* is \_\_\_\_.

Ko \_\_\_\_ tōku *tuakana*.

My *tuakana* is \_\_\_\_.

Discuss the definition of *tuakana* and *teina* on worksheet 1, drawing out the fact that cousins are just as important as brothers and sisters in Cook Islands culture. Use OHT 1 to practise the language. Show the DVD again, asking the students again to watch the older and younger sisters and older and younger brothers (and same-sex cousins) and then to write down, in the appropriate columns on worksheet 1, the roles they saw different family members taking.

5. Have the students discuss their answers in pairs. The pair could prepare a short written description of what they saw *tuakana* and *teina* doing together.
6. Revise the sentences from lesson 4B about cousins:

Ko Teremoana tēia. Ka 'akatuā'ine au i ā ia. E tamā'ine āia nā Joe.  
This is Teremoana. She is like a sister to me. She's the daughter of Joe.

Ko Metua tēia. Ka 'akatangāne au i ā ia. E tamaiti āia nā Kiri.  
This is Metua. He is like a brother to me. He's the son of Kiri.

Write these sentences on the board. Ask the students how they might talk about an older or younger cousin of the same sex as themselves. Then display and read together the first and last sentences on OHT 2 (lesson 4C):

Ko Teremoana tēia. Ka 'akatuakana au i ā ia. E tamā'ine āia nā Joe. (*girl speaking*)  
This is Teremoana. She is like a tuakana to me. She's Joe's daughter.

Ko Metua tēia. Ka 'akateina au i ā ia. E tamaiti āia nā Joe. (*boy speaking*)  
This is Metua. He is like a teina to me. He's Joe's son.

7. Go through the same steps for the other two sentences on OHT 2. More examples are on track 24 of the CD.
8. Discuss the concept of a *ngutu'are tangata* (household family), using OHT 3 (Venn diagram). As a class, find the answers to the "questions to discuss". [1: 'ā; 2. toru; 3. varu; 4. 'itu]
9. Use track 23 of the audio CD and OHT 1 to practise the following structures:

Ko'ai tei roto i tō'ou ngutu'are tangata?  
Who is in your household family?

Ko tōku māmā, ko tōku pāpā rū'au, ko tōku tuakana ko Kiri, 'ē au.  
My mother, my grandfather, my older sister Kiri, and me.

'Ē'ia tangata i roto i tō'ou ngutu'are tangata?  
How many people are in your household family?

'Ē rima tangata i roto i tōku ngutu'are tangata.  
There are five people in my household family.

10. The students could work in pairs again and add *teina* and *tuakana* to complete their own and their partner's family trees from lessons 4A and 4B. These family trees could then be put on the wall with the portraits done in lesson 2C.

### Extension

Consider using one or more ideas from the unit on roles in *Guidelines for Cook Islands Māori Language Programmes* (pages 36 and 37).

Ask a community member to visit and talk about family roles in the Cook Islands.

## ***Evaluation***

Have the students fill in checklists similar to the model below.

4C

Today I learned:

- to talk about my *ngutu'are tangata* (household family);
- to discuss (in English and/or Cook Islands Māori) the roles of *teina* and *tuakana*.

# WORKSHEET 1: FAMILY ROLES

4C



## **Definition of teina-tuakana relationship**

The *teina*–*tuakana* relationship between older and younger siblings of the same gender is a very important part of Cook Islands Māori (and New Zealand Māori) family organisation. The younger brother or sister (the *teina*) respects and looks up to their *tuakana*, the older brother or sister who supports and guides them. This idea is extended to include cousins and into adult life and tribal organisation. For example, the descendants of a *tuakana* are the senior family line and may take precedence over the descendants of their *teina* on formal occasions. The idea is also extended into educational settings: the expert who shares their knowledge with a beginner or apprentice is taking a *tuakana* role and the apprentice takes a *teina* role.



## **Writing activity**

Identify ways in which you saw different people in the DVD helping each other. Who provided help or advice? How did the person who was helped respond? What about in your family? Who provides help or advice? How does the person who is helped respond?.

Family member	Role in the DVD	Role in my family
Pāpā rū'au		
Māmā rū'au		
Pāpā		
Māmā		
tua'ine/tungāne		
Ko au		
teina		
tuakana		



# OHT 1: Household family members

4C

Ko \_\_\_\_ tōku teina. My teina is \_\_\_\_.

Ko \_\_\_\_ tōku tuakana. My tuakana is \_\_\_\_.

Ko Mii tēia. Ko tōku teina. This is Mii. She's my teina.

Ko Kiri tēia. Ko tōku tuakana. This is Kiri. She's my tuakana.

Ko Pere tēia. Ko tōku teina. This is Pere. He's my teina.

Ko Iakopa tēia. Ko tōku tuakana. This is Iakopa. He's my tuakana.

Ko'ai tei roto i tō'ou ngutu'are tangata?

Who is in your household family?

Ko tōku māmā, ko tōku pāpā rū'au, ko tōku tuakana ko Kiri, 'ē au.

My mother, my grandfather, my older sister Kiri, and me.

'Ē'ia tangata i roto i tō'ou ngutu'are tangata?

How many people are in your household family?

'Ē rima tangata i roto i tōku ngutu'are tangata.

There are five people in my household family.

## OHT 2: More family members

4C

‘akatuakana            like a tuakana

‘akateina            like a teina

Ko Teremoana tēia. Ka ‘akatuakana au i ā ia. E tamā‘ine āia nā Joe. [*girl speaking*]

This is Teremoana. She is my cousin (like a tuakana to me). She’s Joe’s daughter.

Ko Ruta tēia. Ka ‘akateina au i ā ia. E tamā‘ine āia nā Mareta. [*girl speaking*]

This is Ruta. She is my cousin (like a teina to me). She’s Mareta’s daughter.

Ko Ioane tēia. Ka ‘akatuakana au i ā ia. E tamā‘ine āia nā Nga. [*girl speaking*]

This is Ioane. He is my cousin (like a tuakana to me). He’s Nga’s son.

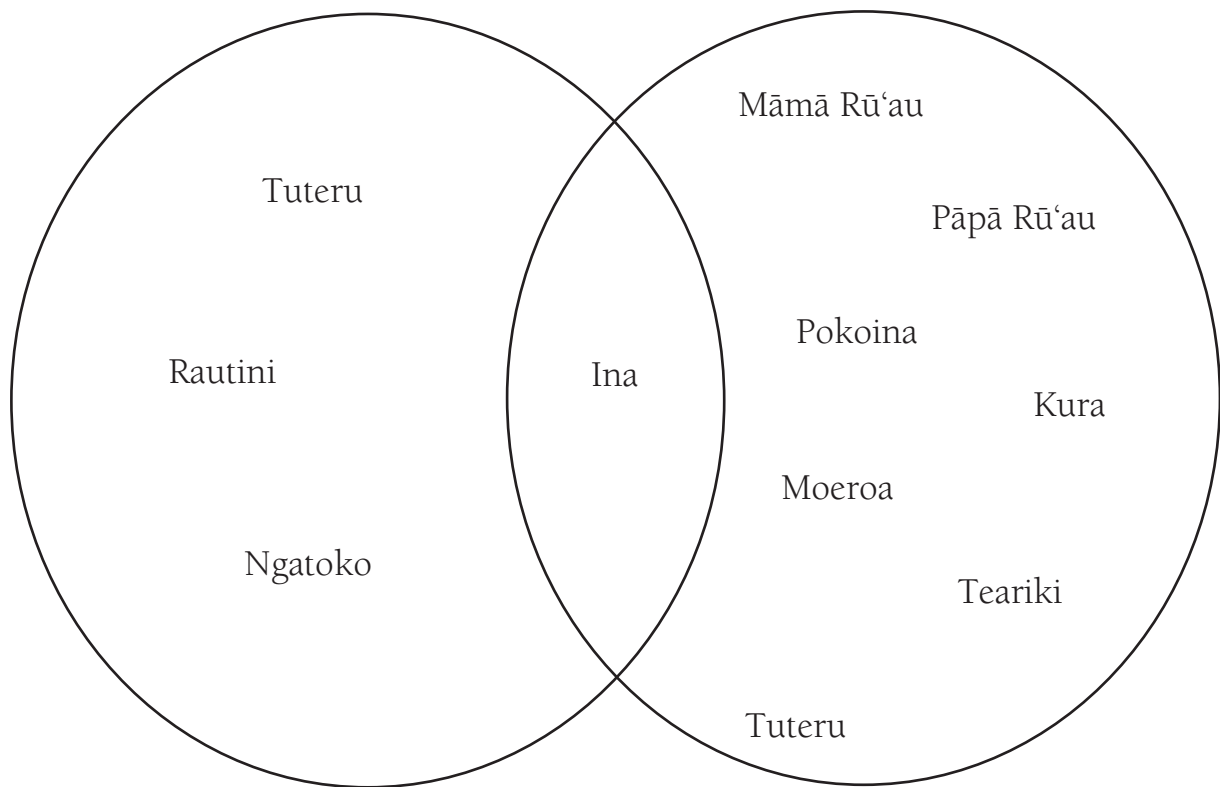
Ko Metua tēia. Ka ‘akateina au i ā ia. E tamaiti āia nā Joe. [*boy speaking*]

This is Metua. He is my cousin (like a teina to me). He’s Joe’s son.

# OHT 3: Venn diagram

4C

On the DVD, we see Ina living in two different ngutu'are, one in the Cook Islands and one in New Zealand.



## Questions to discuss:

1. How many people are there in Ngatoko's ngutu'are when Ina is at home?

'Ē \_\_\_\_\_ tangata.

2. How many people are there in Ngatoko's ngutu'are when Ina is staying in the Cook Islands?

'Ē \_\_\_\_\_ tangata.

3. How many people are there in Moeroa's ngutu'are when Ina is staying with them?

'Ē \_\_\_\_\_ tangata.

4. How many people are there in Moeroa's ngutu'are when Ina goes home?

'Ē \_\_\_\_\_ tangata.

# AUDIO TRANSCRIPT UNIT 4

4

## Track 19 Vocabulary for Unit 4

tua'ine  
tungāne  
māmā rū'au  
pāpā rū'au  
tamā'ine  
tamaiti  
tuakana  
teina  
'akametua  
'akametua va'ine  
'akametua tāne  
'akatu'ine  
'akatangāne  
'akatuakana  
'akateina  
ngutu'are tangata  
Ko'ai au?

## Track 20 Dialogue: Asking About Family Members

SARAI: 'Ē'ia ō'ou tua'ine?  
TAMATI: 'Ē rua ōku tua'ine. 'Ē'ia ō'ou tungāne?  
SARAI: 'Ē toru ōku tungāne.  
TAMATI: Ko'ai tēia?  
SARAI: Ko tōku tungāne tēia, ko Joe. Ko Māmā rū'au tēia e ko Pāpā rū'au tēia. Ko'ai tēia?  
TAMATI: Ko tōku tua'ine tēia, ko Ripeka.

## Track 21 Who am I?

Ko'ai au?  
'Ē rua ōku tua'ine.  
'Ē toru ōku tungāne.  
Ko Kate tōku tua'ine.  
Ko Joe tōku tungāne.  
Ko Kura tōku māmā rū'au.  
Ko Pokoina tōku pāpā rū'au.

## Track 22 Dialogue: Extended Family Members

TAMATI: 'E rua ō tōku māmā tungāne. Ko Tere tēia, tōna tungāne.  
SARAI: 'E toru ō tōku pāpā tua'ine. Ko Kiri tēia, tōna tua'ine.  
TAMATI: Ko Joe tēia. Ka 'akametua tāne au i ā ia. E tungāne āia nō tōku māmā. Ko Teremoana tēia. Ka 'akatu'ine au i ā ia. E tamā'ine āia nā Joe.  
SARAI: Ko Metua tēia. Ka 'akatangāne au i ā ia. E tamaiti āia nā Kiri. Ko Mii tēia. Ka 'akatuakana au i ā ia. E tama'ine āia nā Kiri.

## Track 23 Dialogue: Who's in your Household?

TAMATI: Ko'ai tei roto i tō'ou ngutu'are tangata?  
SARAI: Ko tōku māmā, ko tōku pāpā rū'au, ko tōku tuakana ko Kiri, e au. 'E'ia tangata i roto i tō'ou ngutu'are tangata?  
TAMATI: E rima tangata i roto i tōku ngutu'are tangata.

## Track 24 Talking about Teina and Tuakana

SARAI: Ko Mere tōku teina.  
TAMATI: Ko Jason tōku tuakana.  
SARAI: Ko Teremoana tēia. Ka 'akatuakana au i ā ia. E tama'ine āia nā Joe.  
Ko tōku tungāne tēia, ko Tere. Ko Pokoina tēia. Ka 'akametua tāne au i ā ia.  
TAMATI: Ko Metua tēia. Ka 'akateina au i ā ia. E tamaiti āia nā Joe.  
Ko tōku tua'ine tēia, ko Kiri. Ko tōku tuakana tēia, ko Maui. Ko tōku teina tēia, ko Joe. Ko Kura tēia. Ka 'akametua va'ine au i ā ia.

# DVD STORY TRANSCRIPT UNIT 4

4

## SCENE 5

*Aunty Kura gets out of the passenger seat as the children, Moeroa (13), Teariki (15), and Tuteru (17) start to get out of the back of the car. Moeroa has an ei katu for Ina.*

AUNTY KURA

Let's go everybody, Ina will be here soon.  
Aere mai, kare e roa ia atu ana ka tae mai a Ina.

MOEROA

Do you remember what she looks like?  
Te maara nei ia koe tona tutu mata?

AUNTY KURA

I met her when I went to New Zealand. You have seen her photograph, 13 years old, brown eyes, black hair, 160 cm tall.

Ae, kua aravei au i toku aereanga ki Niu Tireni. Kua kite ana koe i tona tutu, e ta'i ngauru ma toru ona mataiti, mata paraoni, rouru kerekere, oko ta'i anere ono ngauru tenemita te roa.

MOEROA

Yes, just like me ... 13 years old, brown eyes, and black hair.  
Ae, mei iaku rai ... ta'i ngauru ma toru mataiti, mata paraoni, e te rouru kerekere.

TEARIKI

I hope she's not like you!  
Irinaki au e kare a ia i to korua tutu!

AUNTY KURA

Moeroa, you can introduce Ina to our Rarotongan family. Teariki, you can carry Ina's bags.

Moeroa, me aere mai a Ina ki wao, noou e akaaravei kopu tangata ki a ia. E Teariki, naou e amo mai koe i tona kiri kakau, ine?

TEARIKI

Why me?  
Eaa ko au ei?

AUNTY KURA

I am your mother, you do what I say!  
Ko au toou matua vaine, akarongo mai koe kiaku.

MOEROA

Yeah Teariki, do what Mum says.  
Ae e Teariki, akarongo koe kia Mama.

PAPA POKOINA

Moeroa!  
Moeroa!

*Ina arrives at terminal. An attendant asks a question in English and Ina answers in English. Then she sees her family.*

INA

Aunty Kura!  
Mama Kura!

*She runs to Kura and gives her a big hug.*

Uncle Pokoina!  
Papa Pokoina!

POKOINA

Hello, Ina. Welcome to Rarotonga!  
Kia orana, Ina. Aere mai ki Rarotonga!

KURA

Yes Ina, welcome to Rarotonga, come and meet Moeroa.  
Aere mai e Ina, aere mai Moeroa.

MOEROA

Hello Ina, I am Moeroa. (*She puts the ei katu on Ina.*) This is my brother Teariki and my brother Tuteru. Your Rarotongan family  
Kia orana e Ina, ko Moeroa au. Ko toku nga tungane teia ko Teariki e Tuteru. Ko toou kopu tangata Rarotonga teia.

INA

Hello Tuteru.  
Kia orana e Tuteru.

TUTERU

Hello Ina.  
Kia orana e Ina.

INA

Hello Teariki.  
Kia orana e Teariki.

TEARIKI

Hello.  
Kia orana.

INA

Where are Grandma and Grandpa?  
Tei ea a Mama e Papa Ruau?

UNCLE POKOINA

They are at our house. It's not far. Let's go.  
Tei te kainga kare e aere mai. Aere mai ka aere  
tatou. Kare e mamao roa ana.

AUNTY KURA

Teariki, please bring Ina's bags.  
Teariki, aere mai. Mauria mai te kiri kakau o Ina.

TEARIKI

OK, OK.

Ae. Ae.

SCENE 6

INA

How far to the village?  
Eaa te mamao ki te tapere?

TUTERU

Not far, *everything* is close in Rarotonga!  
Kare e mamao ana, vaitata ua te au apinga i  
Rarotonga nei.

TEARIKI

Yes our school, our church, the beach ...  
Ae, ta matou apii, to matou are pure, e te tapa  
taatai ...

TUTERU

Grandma and Grandpa ...  
Mama e Papa Ruau ...

MOEROA

Aunties and uncles ...  
Au metua vaine e te au metua tane kopu  
tangata ...

TUTERU

Kids and more kids!  
Tamariki e teta'i atu tamariki!

SCENE 7

*The car pulls into a driveway.*

GRANDPA

Hey Grandma, come welcome our  
granddaughter!  
Mama Ruau, kua tae mai toou mokopuna!

UNCLE POKOINA

Here we are, home.  
Teia tatou tei te kainga.

INA

Grandma, Grandpa!  
Mama, Papa Ruau!

GRANDMA

Hello granddaughter, welcome.  
Kia orana e te mokopuna tamaine.

INA

Hello Grandpa and Grandma.  
Kia orana, Mama e Papa Ruau.

GRANDPA

Hello Ina.  
Kia orana e Ina.

GRANDMA

Hello Ina. It is so good to have you here in  
Rarotonga!  
Kia orana e Ina. Mataora te araveianga ia koe i  
Rarotonga nei!

INA

Thank you. It is so good to be here, and so hot!  
Meitaki maata. Mataora kua tae mai au ki konei.  
E vera tikai!

MOEROA

The boys sleep over there in the sleepout. We  
will sleep in the house with Grandpa, Grandma,  
Mum, and Dad.  
Ka moe te au tamaroa ki ko. Ko matou, Mama e  
Papa Ruau e Mama e Papa ka moe ki roto i te are.

UNCLE POKOINA

And we will all go to bed early tonight, it's been a  
big day.  
Ka moe vave tatou i teia po, e ra maata tikai teia.

MOEROA

Has it ever! You can say that again.  
Ae! Tika rava tena.

# Unit 5: Tutu Akara‘anga

## (Describing People and Things)

5

### Theme

Describing People and Things

### Learning Outcomes

By the end of this unit, students will be able to:

- describe people’s faces and hair;
- talk about hair and eye colours in Cook Islands Māori;
- ask “Who is he/she?”;
- identify pictures of people by listening to brief descriptions;
- write a description of someone;
- talk about some shapes and colours.

### Extension

- Talk about the colours, sizes, and shapes in tivaevae patterns.

### Curriculum Links

2.1 identify people ... and things

1.7 use basic expressions for shapes, sizes ... and colours

### Revision

Talk about people’s ages.

Ko‘ai tēia? Who is this?

### Language Targets

tamāroa	boy
tamā‘ine	girl
tāne	man
va‘ine	woman
rauru	hair (of the head)
mata	eye
taringa	ear
putāngi‘u	nose
va‘a	mouth
tīti‘a mata	glasses

‘uru‘uru va‘a	moustache and beard
katu pa‘ore	bald head
kara	colour
teatea	white
rengarenga	yellow
matie	green
auika	blue
kerekere	black
paraoni	brown
re‘ure‘u	grey
muramura	red
rauru roroa	long (hair)
rauru poto	short (hair)
rauru mingimingi	curly (hair)
rauru tikatika	straight (hair)
tīvaevae	quilt
punupunu	circle
pi‘a	square
tiare	flower
nō‘ai?	who has?
mē	or

## Language Structures

‘E tamāroa tēia, mē e tamā‘ine?	Is this a boy or a girl?
‘E tamāroa tēia.	This is a boy.
‘E tamā‘ine tēia.	This is a girl.
Ko‘ai tēia?	Who is it?/Who is this?
Ko Kiri tēia.	It’s Kiri.
‘Ea‘a te kara i te mata o Kiri?	What colour are Kiri’s eyes?
‘E mata re‘ure‘u tō Kiri.	Kiri has grey eyes.
Nō‘ai te rauru roroa?	Who has long hair?
Nō Maui te rauru roroa.	Maui has long hair.
Nō‘ai te rauru poto kerekere?	Who has short black hair?
Nō Tere te rauru poto kerekere.	Tere has short black hair.



‘Ea’a tēia kara?	What colour is this?
‘E muramura.	It’s red.
‘Ea’a te kara o te pi’a?	What colour is the square?
‘E auika te kara o te pi’a.	The square is blue.
‘Ea’a te kara o te punupunu?	What colour is the circle?
‘E matie te kara o te punupunu.	The circle is green.
‘Ē’ia tiare muramura i runga i te tivaevae?	How many red flowers on the quilt?
‘Ē ono tiare muramura.	There are six red flowers.
Te kite nei au i te ‘apinga rengarenga.	I see something that is yellow.
Te karanga nei a Simona, mou i tō’ou ...	“Simon says, touch your ...”

## Cultural Aspects

A very popular Cook Islands craft is *tivaevae* making. In this craft, women sew flower patterns onto fabric to make a bedspread. Women in both the Cook Islands and New Zealand enjoy *tivaevae* making.

Making *tivaevae* is an important Cook Islands craft and a social activity for the women involved. *Tivaevae* are given as gifts at important occasions such as weddings (see unit 12 for more details about *tivaevae*).

## Teachers’ Notes

### Question words

Question words used in this unit include “*Ko’ai* ... (who ...)”, “*Nō’ai* ... (who has ...)”, “*Ea’a* ... (What ...)”, and “*Ē’ia* ... (How many ...)”.

### Questions giving a choice of answer

The structure “Is it this or this?” uses “*E* \_\_\_\_ *tēia*, *mē e* \_\_\_\_?”, for example, “*E tamāroa tēia, me e tamā’ine?*/Is this a boy or a girl?”

### Words for flower

*Tiare* is the word for any flower. *Pu’era* is the word for an open bloom or blossom.

### Words for people’s hair

This resource uses the word *rauru* for hair. The word *rouu* is also correct.

### Words for square

*Pi’a* (box) is one term for a square; *kuea* is another.

### The colour brown

The word *paraoni* is a transliteration of the English “brown”. It can also be spelled *paraone*, which links it to the brown earth or soil (*one*).

# UNIT 5: LESSON A

5A

## LEARNING OUTCOMES

The students will learn to:

- describe people's faces and hair.

## RESOURCES

- Unit 5 DVD and transcript
- Unit 5 Audio CD and transcript
- OHT 1 – Describing faces and hair
- Worksheet 1 – Describing faces and hair
- OHT 2 – Describing faces and hair (solution)
- 'E Au 'Īmene Kūki 'Airani nō Tātou i Aotearoa nei/Cook Islands Songs
- OHT 3 – words of 'Ōreia te Tamaiti.

## LESSON OUTLINE

### Introduction

Share the learning outcomes for this lesson: the students will learn to talk about people's faces and hair.

### Learning Activities

1. Show the DVD. Ask the students to notice any language used by Moeroa and Aunty Kura that they think describes what someone looks like. In discussion, they can attempt to suggest what the language might mean.
2. Listen to the audio CD (track 26) and practise saying the words. Listen again, following along and saying the words on OHT 1.

rauru	hair
mata	eye
taringa	ear
putāngi'u	nose
va'a	mouth
titi'a mata	glasses
'uru'uru va'a	moustache; moustache and beard
katu pa'ore	bald head

3. Listen to, learn, and sing the song "'Ōreia te Tamaiti" (on CD track 27 and OHT 3) together. Point to or move the body parts in the song as you sing their names.

4. Ask the students to complete Worksheet 1, labelling each part of the figure's head with the correct word from the word list. Then show OHT 2 to confirm their labels.
5. Play Simon Says, using the words for some facial features and body parts. For example, "Te karanga nei a Simona, mou i tō'ou .../Simon says, touch your ..."

### ***Evaluation***

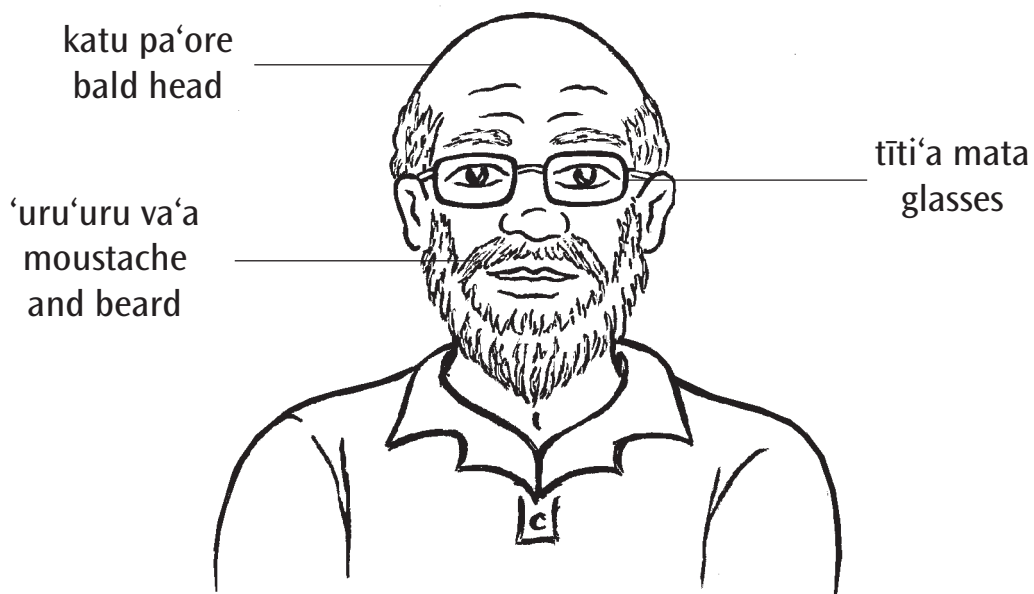
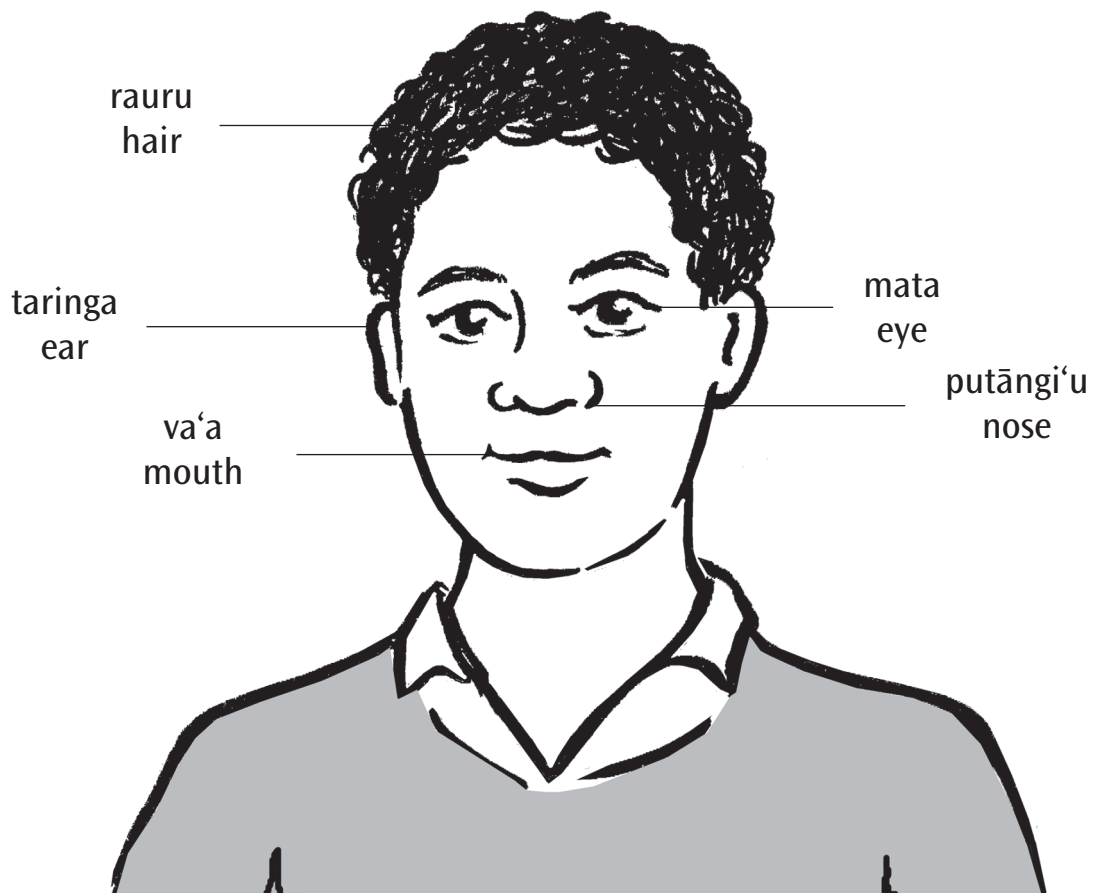
Have the students fill in checklists similar to the model below.

Today I learned:

- to talk about people's faces and hair.

# OHT 1: Describing faces and hair

5A



“Te karanga nei a Simona, mou i tō'ou ...”

“Simon says, touch your ...”

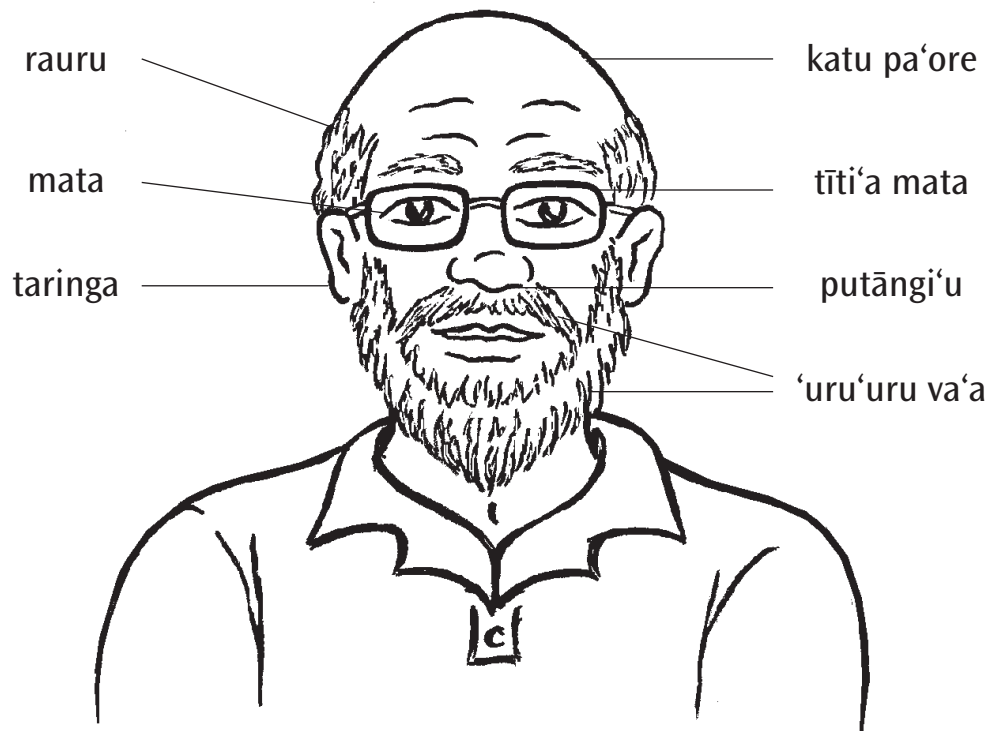
# WORKSHEET 1: DESCRIBING FACES AND HAIR

5A



## OHT 2: Describing faces and hair (Solution)

5A



# OHT 3: ‘Ōreia te Tamaiti

5A

## ‘Ōreia te Tamaiti

‘Ōreia te pāpāringa o te tamaiti e

‘Ōreia te mata o te tamaiti e

‘Ōreia te taringa o te tamaiti e

‘Ōreia te turi o te tamaiti e

‘Ōreia te rauru o te tamaiti e

‘Ōreia te mokotua o te tamaiti e

‘Ōreia te kōpū o te tamaiti e

‘Ōreia te vaevae o te tamaiti e

Ka papa te tamaiti nō te moe‘anga.

*(English version of the words)*

Wash the cheeks of the child.

Wash the eyes of the child.

Wash the ears of the child.

Wash the knees of the child.

Wash the hair of the child.

Wash the back of the child.

Wash the stomach of the child.

Wash the legs of the child.

The child is ready for bed.

# UNIT 5: LESSON B

5B

## LEARNING OUTCOMES

The students will learn to:

- talk about hair and eye colours in Cook Islands Māori;
- ask “Who is he/she?”;
- identify pictures of people by listening to brief descriptions.

## RESOURCES

- Unit 5 DVD and transcript
- Unit 5 Audio CD and transcript
- OHT 1: People and colours
- Worksheet 1: Colour the pictures
- Coloured pencils or felt-tip pens.

## LESSON OUTLINE

### *Introduction and Revision*

Revise Lesson 5A by having the students play Simon Says, in Cook Islands Māori, using the words for some facial features.

Share the learning outcomes for this lesson: the students will learn to use the words for colours to describe people, using whole sentences.

### *Learning Activities*

1. Show the DVD. Ask the students to notice and attempt to say any words used by the studio crew that they think are about colours.
2. Listen to the audio CD (track 28) and practise saying the questions and answers and the words and sentence structures. Use OHT 1 to guide them through this after listening a few times.

‘E tamāroa tēia, mē e tamā‘ine?	Is this a boy or a girl?
‘E tamāroa tēia.	This is a boy.
‘E tamā‘ine tēia.	This is a girl.
Ko‘ai tēia?	Who is it?/Who is this?
Ko Kiri tēia.	It’s Kiri.
‘Ea‘a te kara i te mata ō Kiri?	What colour are Kiri’s eyes?
‘E mata re‘ure‘u tō Kiri.	Kiri has grey eyes.

3. Ask the students to complete Worksheet 1, colouring the items in as indicated.



4. In pairs, the students ask each other questions, for example “*‘Ea’a te kara i te mata ō Mata?/What colour are Mata’s eyes?*” and respond with a sentence or a word, for example, “*‘E mata paraoni tō Mata/Mata’s eyes are brown*” or “*paraoni/brown*”.
5. The students could create cards with pictures of three or four named people with different combinations of hair and eye colour. They could then write “mystery descriptions” relating to the people in these pictures for other students to guess. For example, “*‘E rauru paraoni tōna/He has brown hair*”; “*‘E mata matie tōna/He has green eyes*”; *Ko’ai tēia?/Who is it?*. The other student answers by giving a name or saying “*Ko Tom tēia*”/It’s Tom.

### **Extension**

Use magazine pictures and make a fun competition. The students are assigned “secret” pictures of people to describe. They write their descriptions in Cook Islands Māori and then put their descriptions (each with a different number) up on the wall. Then the students have to work out, in pairs, which picture (these are also numbered and put up on the wall) each description matches and write their guesses down. The winners are the pairs with the most correct matches. Writing the descriptions could also be a homework assignment.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to talk about people’s hair and eye colours in Cook Islands Māori;
- to ask who someone is and to answer a question about who someone is by giving a name.

# OHT 1: People and colours

5B

tamāroa	boy	matie	green
tamā'ine	girl	auika	blue
tāne	man	kerekere	black
va'ine	woman	paraoni	brown
kara	colour	re'ure'u	grey
teatea	white	muramura	red
rengarenga	yellow		

## *Language Structures*

'E tamāroa tēia, mē ē tamā'ine?

Is this a boy or a girl?

'E tamāroa tēia.

This is a boy.

'E tamā'ine tēia.

This is a girl.

Ko'ai tēia?

Who is it?/Who is this?

Ko Kiri tēia.

It's Kiri.

'Ea'a te kara i te mata o Kiri?

What colour are Kiri's eyes?

'E mata re'ure'u tō Kiri.

Kiri has grey eyes.

'Ea'a te kara i te mata o Māmā Rū'au?

What colour are Grandma's eyes?

'E mata paraoni tō Māmā Rū'au.

Grandma has brown eyes.

'Ea'a te kara i te rauru o Māmā Rū'au?

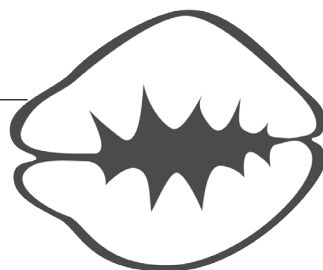
What colour is Grandma's hair?

'E rauru teatea tō Māmā Rū'au.

Grandma has white hair.

# WORKSHEET 1: COLOUR THE PICTURES 5B

teatea



rengarenga



matiē



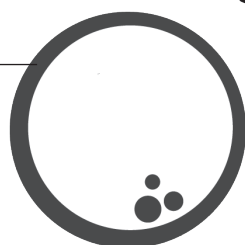
auīka



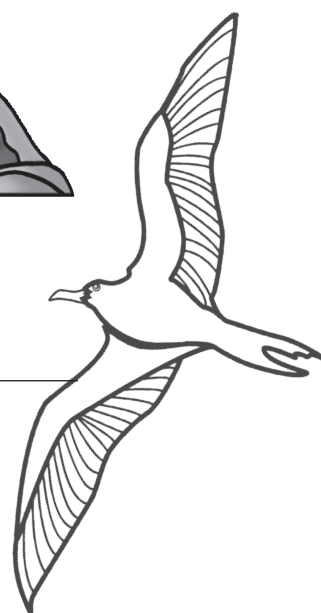
kerekere



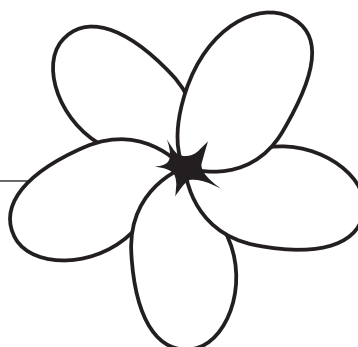
paraoni



re'ure'u



muramura



# UNIT 5: LESSON C

5C

## LEARNING OUTCOMES

The students will learn to:

- write a description of someone;
- talk about some shapes and colours.

## RESOURCES

- Unit 5 DVD and transcript
- Unit 5 Audio CD and transcript
- OHT 1 – Describing people
- Worksheet 1 – Who is it?
- OHT 2 – Describing tivaevae
- Worksheet 2 – Tivaevae patterns
- Activity sheet 1 – Who is it?
- Teacher Checksheet 1 (for Activity sheet 1)
- Coloured pencils or felt-tip pens.

## LESSON OUTLINE

### ***Introduction and Revision***

Revise Lesson 5B by having the students play I Spy in Cook Islands Māori, using colours instead of alphabet letters. For example, “*Te kite nei au i te ‘apinga rengarenga*/I see something that is yellow”. (Students can answer by pointing if they don’t know the Cook Islands Māori word for their answer.)

Share the learning outcomes for this lesson: the students will learn to describe people and things in more detail.

### ***Learning Activities***

1. Show the DVD. Ask the students to notice and attempt to say any language that they think is used to describe people.
2. Listen to the audio CD, track 29, follow along on OHT 1, and practise saying the words and sentence structures.

rauru roroa	long (hair)
rauru poto	short (hair)
rauru mingimingi	curly (hair)
rauru tikatika	straight (hair)
nō‘ai?	who has?

Ko'ai tēia?

Who is it?/Who is this?

Ko Tere tēia.

It's Tere.

Nō'ai te rauru roroa?

Who has long hair?

Nō Maui te rauru roroa.

Maui has long hair.

Nō'ai te rauru poto kerekere?

Who has short black hair?

Nō Tere te rauru poto kerekere.

Tere has short black hair.

- Look at worksheet 1 and discuss the pictures and written descriptions on it. As a class, match up two or three people to their descriptions, saying the language aloud together. Ask the students to complete worksheet 1, working in pairs.
- Listen to the audio CD, track 30, follow along on OHT 2, and practise saying the words and sentence structures.

tīvaevae quilt

punupunu circle

pi'a square

tiare flower

'Ea'a tēia kara?

What colour is this?

'E muramura.

It's red.

'Ea'a te kara o te pi'a?

What colour is the square?

'E auika te kara o te pi'a.

The square is blue.

'Ea'a te kara o te punupunu?

What colour is the circle?

'E matie te kara o te punupunu.

The circle is green.

'Ē'ia tiare muramura i runga i te tīvaevae?

How many red flowers on the quilt?

'Ē ono tiare muramura.

There are six red flowers.

Te kite nei au te 'apinga rengarenga.

I see something that is yellow.

- Give the students copies of worksheet 2. Read and discuss the description of tīvaevae in the Cook Islands and tell the students that they will be learning more about tīvaevae later on in the course. In pairs, the students ask their partners to colour their tīvaevae patterns by saying, for example, " 'E matie te kara o te punupunu/The circle is green." " 'E muramura te kara o te tiare/The flower is red. "
- Give students copies of activity sheet 1 with named pictures and ask the questions from the teacher checksheet, for example, " 'Nō'ai te tīti'a mata e te rouru mingimingi?/Who has glasses and curly hair?" The students check their answers in pairs.
- Review the DVD section on animals in the Cook Islands. Ask the students to try writing descriptions of some animals, for example, in terms of their colours and their "hair". Give them the words puaka (pig), moa (chicken), puakani'o (goat), puakaoa (dog), puakatoro (cow), and kiorengiāo (cat).

## ***Evaluation***

Have the students fill in checklists similar to the model below.

5C

Today I learned:

- to write a description of someone;
- to talk about some shapes and colours.

# OHT 1: Describing people

5C

rauru roroa	long (hair)
rauru poto	short (hair)
rauru mingimingi	curly (hair)
rauru tikatika	straight (hair)
nō'ai?	who has?

## ***Language Structures***

Ko'ai tēia?	Who is it?/Who is this?
Ko Tere tēia.	It's Tere.
'E rouru poto kerekere tōna.	She (he) has short black hair.
Nō'ai te rauru roroa?	Who has long hair?
Nō Maui te rauru roroa.	Maui has long hair.
Nō'ai te rauru poto kerekere?	Who has short black hair?
Nō Tere te rauru poto kerekere.	Tere has short black hair.

## OHT 2: Describing tīvaevae

5C

tīvaevae                  quilt

punupunu                circle

pi'a                        square

tiare                      flower

‘Ea’a tēia kara?

What colour is this?

‘E muramura.

It’s red.

‘Ea’a te kara o te pi’a?

What colour is the square?

‘E auika te kara o te pi’a.

The square is blue.

‘Ea’a te kara o te punupunu?

What colour is the circle?

‘E matie te kara o te punupunu.

The circle is green.

‘Ē’ia tiare muramura i runga i te tīvaevae?

How many red flowers on the quilt?

‘Ē ono tiare muramura.

There are six red flowers.

Te kite nei au i te ‘apinga rengarenga.

I see something that is yellow.



# WORKSHEET 1: WHO IS IT?

5C



- Draw a line to connect each picture to the right description.



‘E tamā‘ine tēia.

‘E rouru mingimingi tōna.

Ko‘ai tēia?



‘E tamāroa tēia.

‘E tītī‘a mata tōna.

Ko‘ai tēia?



‘E tamāroa tēia.

‘E rouru poto kerekere tōna.

Ko‘ai tēia?



‘E tāne tēia.

‘E ‘uru‘uru va‘a tōna.

Ko‘ai tēia?



‘E tamā‘ine tēia.

‘E rauru poto kerekere tōna.

Ko‘ai tēia?



‘E va‘ine tēia.

‘E rauru teatea tōna.

Ko‘ai tēia?

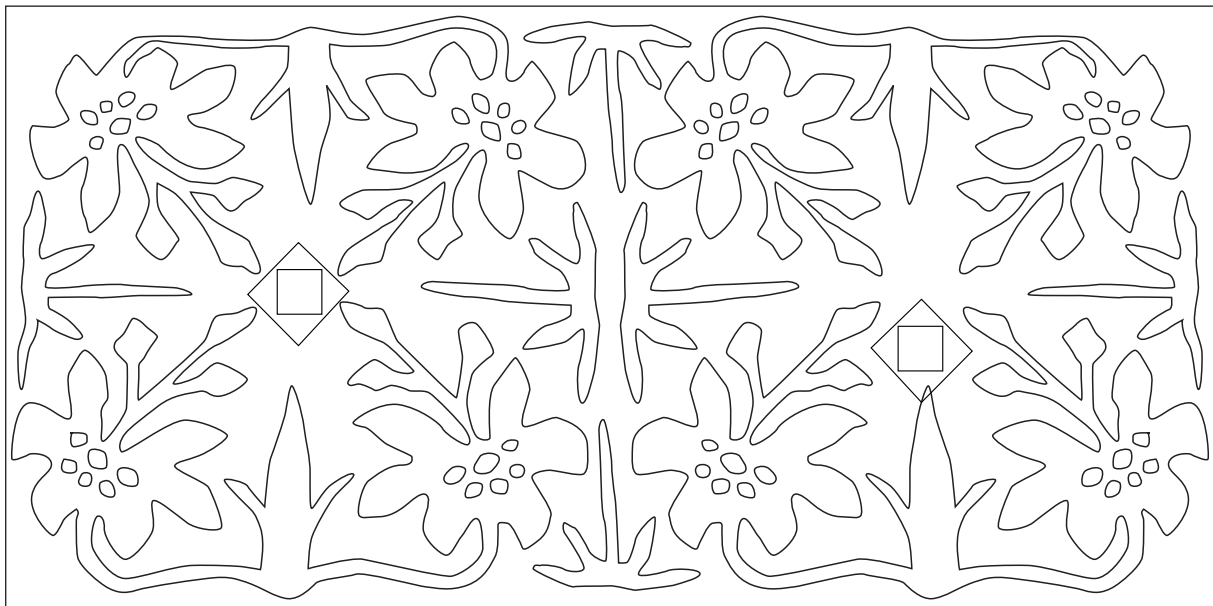


## Tīvaevae in the Cook Islands

Arts and crafts are important to the Cook Islands people. Flowers are commonly used for dressing the body. For example, head 'ei are worn not only during a performance, but also during special events. Costumes for cultural occasions are made using flowers, leaves, and other natural materials.

A very popular traditional method of arts and crafts is tīvaevae making. In this craft, women sew flower patterns on to fabric to make a bedspread. Women in both the Cook Islands and New Zealand enjoy tīvaevae making.

Tīvaevae are often used in traditional gift giving. For example, if a wedding is planned, the women in the bride's family will sew tīvaevae. These are presented to the bride at the wedding reception.



**Ask your partner how to colour in the tīvaevae pattern, e.g., by saying:**

'Ea'a te kara o te pi'a/punupunu?

What colour is the square/circle?

**Your partner could respond:**

'E auika te kara o te pi'a.

The square is blue.

'E matie te kara o te punupunu.

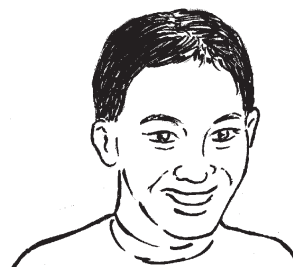
The circle is green.

# ACTIVITY SHEET 1: WHO IS IT?

5C



KURA



TIARE



MAUI



TEREMOANA



KIRI



TIATAVA

## Answers

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

# TEACHER CHECKSHEET 1

5C

- |   |                                    |
|---|------------------------------------|
| 1. Nō'ai te tīti'a mata e te rauru mingimingi?  | Who has glasses and curly hair?    |
| 2. Nō'ai te 'uru'uru va'a?                      | Who has a moustache and beard?     |
| 3. Nō'ai te tīti'a mata e te rauru roroa?       | Who has long hair and glasses?     |
| 4. Nō'ai te rauru poto mingimingi kerekere?     | Who has short black curly hair?    |
| 5. Nō'ai te rauru teatea, kāre e 'uru'uru va'a? | Who has white hair and no beard?   |
| 6. Nō'ai te rauru poto tikatika kerekere?       | Who has short straight black hair? |

## Answers

1. Maui
2. Tiatava
3. Kiri
4. Kura (and Maui)
5. Teremoana
6. Tiare

# AUDIO TRANSCRIPT UNIT 5

5

## Track 25 Vocabulary for Unit 5

tamāroa  
tamā'ine  
tāne  
va'ine  
rauru  
mata  
taringa  
putāngi'u  
va'a  
titi'a mata  
'uru'uru va'a  
katu pa'ore  
kara  
teatea  
rengarenga  
matie  
auika  
kerekere  
paraoni  
re'ure'u  
muramura  
rauru roroa  
rauru poto  
rauru mingimangi  
rauru tikatika  
tīvaevae  
punupunu  
pi'a  
tiare  
nō'ai?  
mē

## Track 26 Words for Talking about Faces and Hair

rauru  
mata  
taringa  
putāngi'u  
va'a  
titi'a mata  
'uru'uru va'a  
katu pa'ore

## Track 27 Song: 'Oreia Te Tamaiti

(Words of song are on OHT 3 in lesson 5A.)

## Track 28 Dialogue: Describing People

'E tamāroa tēia, mē e tamā'inē?  
'E tamāroa tēia. 'E tamā'inē tēia.  
Ko'ai tēia?  
Ko Kiri tēia. 'Ea'a te kara i te mata o Kiri?  
'E mata re'ure'u tō Kiri.

## Track 29 Dialogue: Describing Details

rauru roroa  
rauru poto  
rauru mingimangi  
rauru tikatika  
nō'ai?  
Ko'ai tēia?  
Ko Tere tēia.  
Nō'ai te rauru roroa?  
Nō Maui te rauru roroa. Nō'ai te rauru poto  
kerekere?  
Nō Tere te rauru poto kerekere.

## Track 30 Dialogue: Shapes And Colours

tīvaevae  
punupunu  
pi'a  
tiare  
'Ea'a tēia kara?  
'E muramura. 'Ea'a te kara o te pi'a?  
'E auika te kara o te pi'a. 'Ea'a te kara o te  
punupunu?  
'E matie te kara o te punupunu.  
'E'ia tiare muramura i runga i te tīvaevae?  
'E ono tiare muramura.  
Te kite nei au i te 'apinga rengarenga. (Repeats)  
Te kite nei au i te 'apinga muramura. (Repeats)  
Te kite nei au i te 'apinga re'ure'u. (Repeats)

# DVD STORY TRANSCRIPT UNIT 5

5

*Unit 5 revisits part of scene 5, already shown in Unit 4, with a focus on describing people.*

AUNTY KURA

Let's go everybody, Ina will be here soon.

Ae re mai, kare e roa ia atu ana ka tae mai a Ina.

MOEROA

Do you remember what she looks like?

Te maara nei ia koe tona tutu mata?

AUNTY KURA

I met her when I went to New Zealand. You have seen her photograph, 13 years old, brown eyes, black hair, 160 cm tall.

Ae, kua aravei au i toku aereanga ki Niu Tireni.

Kua kite ana koe i tona tutu, e ta'i ngauru ma toru ona mataiti, mata paraoni, rouru kerekere, oko ta'i anere ono ngauru tenemita te roa.

MOEROA

Yes, just like me ... 13 years old, brown eyes, and black hair.

Ae, mei iaku rai ... ta'i ngauru ma toru mataiti, mata paraoni, e te rouru kerekere.

TEARIKI

I hope she's not like you!

Irinaki au e kare a ia i to korua tutu!

# Unit 6: Tuātau – te Ora, te au Rā, ‘ē te au Marama (Time, Days, and Months)

6

## Theme

Time, Days, and Months

## Learning Outcomes

By the end of this unit, students will be able to:

- ask what day it is and respond to that question;
- ask what day it was yesterday and what day it will be tomorrow and respond;
- ask what month it is and respond to that question;
- express birth dates;
- tell the time using “o’clock” and “half past” in Cook Islands Māori;
- use phrases for morning, afternoon, and evening.

## Extension

- give and respond to an invitation.

## Curriculum Links

- |          |  |
|----------|--|
| 1.6, 2.2 | Ask and say what day of the week it is;                                |
| 1.6, 2.2 | Ask and say what month it is;  |
| 1.6, 2.2 | Give the date of their birthday and ask others when their birthday is; |
| 2.2      | Tell the time of day;  |
| 1.5      | Recognise and use numbers.   |

## Revision

numbers 1–31

thanks

## Language Targets

‘āe	yes	Tiānuare	January
kare	no	Pēperuare	February
rā	day	Māti	March
‘epetoma	week	‘Āperirā	April
marama	month	Mē	May
mata‘iti	year	Tiūnu	June
pōpongi	morning	Tiurai	July
avatea	late morning and early afternoon	‘Aukute	August
		Tepetema	September
a‘ia‘i	afternoon (especially late afternoon)	‘Okotopa	October
pō	night	Noema	November
tēia rā	today	Titema	December
āpōpō	tomorrow	ora	o’clock (time, hour)
i nana‘i	yesterday	‘āpa nō te ora	half-past
Tāpati	Sunday	ora pure	prayer time
Mōnitē	Monday	ora kanga	play time
Ru‘irua	Tuesday	ora kaikai	meal time
Ru‘itoru	Wednesday	rā ‘ānau‘anga	birthday
Paraparau	Thursday		
Varaire	Friday		
Ma‘anākai	Saturday		

## Language Structures

‘Ea’a tēia rā?	What day is it today?
‘E Mōnitē tēia rā.	Today is Monday.
‘Ea’a te rā i nana‘i?	What day was yesterday?
‘E Tāpati te rā i nana‘i.	Yesterday was Sunday.
‘Ea’a te rā āpōpō?	What day will tomorrow be?
‘E Ru‘irua te rā āpōpō.	Tomorrow will be Tuesday.
Ko‘ai tēia marama?	What is this month?
Ko Tiūnu tēia marama.	This is the month of June.
‘Ea’a te ora?	What time is it?



‘E ora rima.	It is five o’clock.
‘E ‘āpa nō te ora rima.	It is half-past five.
‘E ora kanga.	It’s playtime.
‘Ea’a tō’ou rā ‘ānau’anga?	What date is your birthday?
Ko te rā ta’i nga’uru mā toru o Titema.	It is on the 13 <sup>th</sup> of December.
Ko tēia rā, tōku rā ‘ānau’anga.	Today is my birthday.
Kia mataora tō’ou rā ‘ānau’anga!	Happy birthday!

### **Extension**

‘Aere mai koe ki tōku rā ‘ānau’anga, ‘inē?	Please come to my birthday party.
‘Āe, meitaki, ma’ata!	Yes, thanks, great!
‘Ea’a te ora?	What time is it?
‘E ora rima i te a’ia’i.	It is at 5 o’clock in the afternoon.
Ka ‘aere ki ‘ea?	Where is it?
Ka ‘aere ki toru Puka Street.	It is at 3 Puka Street?

### **Cultural Aspects:**

There are many special times in the year for Cook Islands people. They include:

- Gospel Day (26 October)
- White Sunday
- Constitution Day
- Pure ‘Epetoma (see Unit 17)
- the Maeva Nui week-long festival
- Koni Rāoni – a dance celebration in Aitutaki
- Christmas Day.

Students could research one of these special times. For example, Gospel Day is celebrated differently on different islands. On Gospel Day in Rarotonga, whole villages get together to produce a major drama (a *nuku*) based on a biblical story.

### **Traditional knowledge about the moon**

Fishing and planting were usually guided by the phases of the moon. People knew what kind of fishing to do according to how big the moon was and what way it was curving. The expert fishermen taught the younger ones which part of the island to go to and what sort of tide it would be. With fishing out in the ocean, it is important to know which way the tide is running, and whether there will be a rip. If the moon is at a certain phase, it may not be much good going out there the next day. It may be better to go lagoon fishing with spears.

The moon and the stars also guided people as to which crop to plant and when. People planted their vegetables, bananas, flowers – everything – by the phases of the moon.

## Daily events

Prayers (*pure*) are an important part of Cook Islands culture, so there is *ora pure* (prayer time) as well as *ora kanga* (playtime), *ora kaikai* (mealtime), and *ora āpi'i* (school time).

There are prayer times in the morning and evening, and opening prayers at events.

Many Cook Islands people have family prayers in the morning. The children are taught to say their prayers at their own bed.

There are usually prayers when someone is travelling, especially if there's a group – there are prayers before they board the train, plane, or their cars. When they arrive, prayer is a formal part of the greeting.

Grace is said before meals. In the mornings, when everyone gets their own breakfast, they say their own grace.

## Teachers' Notes

Note that the following question and answer do not follow the usual rule that the answer begins the same way as the question.

‘Ea’a tō’ou rā ānau’anga?

What date is your birthday?

Ko te rā ta’i nga’uru mā toru o Titema.

It is on the 13th of December.

## Cardinal numbers

Cook Islands Māori expresses cardinal numbers by adapting the ordinal number words, so (for example) the 13<sup>th</sup> of December is expressed as “te rā ta’i nga’uru mā toru o Titema (the day 13 of December)”.

## Ten o'clock

When counting, ten is *ta’i nga’uru*, but when telling the time, the *ta’i* is dropped. So “10 o'clock” is *‘e ora nga’uru*, “11 o'clock” is *‘e ora nga’uru mā ta’i*, and “12 o'clock” is *tuaero i te avatea* (midday) or *tuero i te pō* (midnight).

## Referring to the English language

In this resource, the term students learn for “the English language” is *te reo Papa’ā*. However, the teacher on the DVD sometimes uses an alternative term, *reo Ingariti*.

# UNIT 6: LESSON A

6A

## LEARNING OUTCOMES

The students will learn to:

- ask what day it is and respond to that question;
- ask what day it was yesterday and what day it will be tomorrow and respond.

## RESOURCES

- Unit 6 DVD and transcript
- Unit 6 Audio CD and transcript
- OHT 1: Days of the week
- Worksheet 1: Find the days of the week
- Teacher checksheet: find the days of the week
- OHT 2: What day is it today?
- Worksheet 2: Days of the week
- *Ko e Vemipaea he 'Uapou/The Vampire at the 'Uapou* Tupu book and teachers' notes
- Flashcards with the days of the week in Cook Islands Māori on them.

## LESSON OUTLINE

### ***Introduction and Revision***

Try a game to kick off the lesson and revise colour names. The teacher brings some items in a bag and pulls them out and asks, “*Ea’a tēia kara?/What colour is this?*” The students have to answer in Cook Islands Māori, for example, “*E muramura/It’s red.*” Then the teacher puts the items back in the bag and asks the students if they can remember what colour each one is.

Share the learning outcomes for this lesson: the students will learn to ask what day of the week it is and to say what day it was yesterday, what day it is today, and what day it will be tomorrow.

### ***Learning Activities***

1. Show the DVD and then discuss what happens on the various days of the week. For example, from Monday to Friday, many adults go to work and children go to school. On Saturdays, people often play sport. On Sundays, many people attend church. Discuss the fact that the Cook Islands teacher shown in the DVD does not use macrons or glottal stops when writing on the blackboard in Cook Islands Māori. This is because fluent speakers of Cook Islands Māori (such as the students in his class) can recognise the words in context and know how to pronounce them.
2. Listen to the audio CD (the first part of track 32), look at OHT 1, and practise saying the names of the days of the week. Use flashcards while listening to the CD and emphasise the

days which sound similar to their New Zealand Māori or English equivalent, such as *Mōnitē*. Help the students to remember the days by making up silly stories. For example, on *Ru'irua* we play **rugby**, on *Varaire* we do a **variety** of things.

- After the students have had the chance to hear, repeat, and say the new words several times, give them worksheet 1 to complete the wordfind.
- Next, introduce the first words at the top of OHT 2 and then the target question “*Ea'a tēia rā?*/What day is it today?” Ask this every lesson from now on. Start by listening with the CD (the end of track 32) and OHT 2. Repeat and practise together.

'Ea'a tēia rā?	What day is it today?
'E Monite tēia rā.	Today is Monday.
'Ea'a te rā i nana'i?	What day was yesterday?
'E Tāpati te rā i nana'i.	Yesterday was Sunday.
'Ea'a te rā āpōpō?	What day will tomorrow be?
'E Ru'irua te rā āpōpō.	Tomorrow will be Tuesday.

- Use the flashcards and hold up a random day of the week. Ask “*Ea'a teia ra?*/What day is it today?” and have the students respond. The students can then have a go at holding up a flashcard and asking.
- Use worksheet 2 and ask the students to write the days of the week next to their English equivalents and then work with partners. One partner points to, say, Monday, while covering the word *Mōnitē* and asks the other “*Ea'a tēia rā?*/What day is it today?”
- Add yesterday and tomorrow, using similar steps – CD, OHT 2, flashcards, and worksheet 2.
- Finish the lesson with the days of the week chant to the drum beat.

### Extension Activity

Talk about Sunday and the place of church in Cook Islands culture. Read the English version of *Ko e Vemipaea he 'Uapou/The Vampire at the 'Uapou* (available in the teachers' notes for the Tupu book) and discuss this story.

### Evaluation

Have the students fill in checklists similar to the model below.

#### Today I learned:

- to ask what day it is and respond to that question;
- to talk about yesterday and tomorrow.

# OHT 1: Days of the week

6A

Tāpati

Sunday

Mōnitē

Monday

Ru‘irua

Tuesday

Ru‘itoru

Wednesday

Paraparau

Thursday

Varaire

Friday

Ma‘anākai

Saturday

## OHT 2: What day is it today?

6A

rā                      day

‘epetoma              week

tēia rā                      today

āpōpō                      tomorrow

i nana‘i                      yesterday

‘Ea‘a tēia rā?                      What day is it today?

‘E Mōnitē tēia rā.                      Today is Monday.

‘Ea‘a te rā i nana‘i?                      What day was yesterday?

‘E Tāpati te rā i nana‘i.                      Yesterday was Sunday.

‘Ea‘a te rā āpōpō?                      What day will tomorrow be?

‘E Ru‘irua te rā āpōpō.                      Tomorrow will be Tuesday.

# WORKSHEET 1: FIND THE DAYS OF THE WEEK

6A



- Circle the hidden words for the days of the week. One has been done for you.
- Compare your answers with your partner's when you have finished.

a	n	r	m	r	ē	v	t	u	r
m	k	u	Ē	ō	r	p	ā	v	u
i	e	‘	i	‘	n	e	p	t	‘
k	t	i	ng	p	t	i	a	o	i
p	ā	t	m	o	k	m	t	k	r
e	k	o	u	ng	i	o	i	ē	u
v	a	r	a	i	r	e	v	p	a
ō	t	u	v	k	e	p	‘	i	‘
t	m	a	‘	a	n	ā	k	a	i
p	a	r	a	p	a	r	a	u	k

# TEACHER CHECKSHEET: FIND THE DAYS OF THE WEEK

6A



- Circle the hidden words for the days of the week. One has been done for you.
- Compare your answers with your partner's when you have finished.

a	n	r	m	r	ē	v	t	u	r
m	k	u	ē	ō	r	p	ā	v	u
i	e	‘	i	‘	n	e	p	t	‘
k	t	i	ng	p	t	i	a	o	i
p	ā	t	m	o	k	m	t	k	r
e	k	o	u	ng	i	o	i	ē	u
v	a	r	a	i	r	e	v	p	a
ō	t	u	v	k	e	p	‘	i	‘
t	m	a	‘	a	n	ā	k	a	i
p	a	r	a	p	a	r	a	u	k



# WORKSHEET 2: DAYS OF THE WEEK

6A



Write the days of the week in Cook Islands Māori.

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

# UNIT 6: LESSON B

6B

## LEARNING OUTCOMES

The students will learn to:

- ask what month it is and respond to that question;
- express birth dates.

## RESOURCES

- Unit 6 DVD and transcript
- Unit 6 audio CD and transcript
- OHT 1: Months of the year
- OHT 2: What month is this?
- OHT 3: Numbers 21 to 31
- OHT 4: What date is your birthday?
- Worksheet 1: Match each person to their birthday
- Flashcards: Months of the year.

## LESSON OUTLINE

### *Introduction and Revision*

Revise lesson A by chanting the days of the week to the drum beat. Use the flashcards from lesson 6A to ask “What day is it today?” Invite a student to write the actual day of the week on the board in Cook Islands Māori. This could become a custom for every lesson from now on.

Share the learning outcomes for this lesson: the students will learn to ask and say what month of the year it is, to express birth dates, and to respond to a written invitation.

### *Learning Activities*

1. Show the section of the DVD that gives the months of the year in Cook Islands Māori. Ask students if they can say the names of any months in Cook Islands Māori.
2. Listen to the audio CD (on track 33), look at OHT 1, and practise the new vocabulary (the months of the year), using flashcards.
3. Listen to the audio CD (on track 33), look at OHT 2, and practise the new structures.  
Ko'ai tēia marama?                      What is this month?  
Ko Tiūnu tēia marama.                  This is the month of June.
4. Ask the students to remember their number work. As a class, count up to 20 in Cook Islands Māori and record the numbers on the board. Now extend the pattern to include numbers 21–31, using OHT 3 (or flashcards with numbers). Use these

numbers to give birth dates, using the structures that you will hear on track 34 of the CD. Several voices are heard giving their birthday dates. The students complete worksheet 1 and match each person to their birthday.

5. The students work out their own birth date in Cook Islands Māori. Go around the class asking for these dates and writing the birthdays on the board quickly, using numerals (5/7; 16/10). Does anyone in the class share a birthday? Or come close to it?
6. Listen to the audio CD (on tracks 34 and 35), look at OHT 4, and practise the structures.
 

‘Ea’a tō’ou rā ‘ānau’anga?	What date is your birthday?
Ko te rā ta’i nga’uru mā toru o Tītema.	It is on the 13 <sup>th</sup> of December.
Ko tēia rā, tōku rā ‘ānau’anga.	Today is my birthday.
Kia mataora tō’ou rā ‘ānau’anga!	Happy birthday!
7. Have the students fill in a template showing which month every class member’s birthday is in. In pairs, they ask their partner questions based on this. For example, “*Ko Pita: ‘Ea’a tōna rā ‘ānau’anga?*”/You know Pita: What date is his birthday?”, “*Ko te rā ta’i nga’uru ō Māti*”/It is on March 10”; “*Ko Kiri: ‘Ea’a tōna rā ‘ānau’anga?*”/You know Kiri: What date is her birthday?”, “*Ko te rā toru nga’uru ō Tiūnu*”/It is on June 30.”

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to ask what month it is and respond to that question;
- to express birth dates.

# OHT 1: Months of the year

6B

Tiānuare                      January

Pēperuare                      February

Māti                              March

‘Āperirā                      April

Mē                                May

Tiūnu                             June

Tiurai                            July

‘Aukute                        August

Tepetema                      September

‘Okotopa                      October

Noema                         November

Tītema                         December

## OHT 2: What month is this?

6B

marama

month

mata'iti

year

Ko'ai tēia marama?

What is this month?

Ko Tiūnu tēia marama.

This is the month of June.

Ko'ai tēia marama?

What month is this?

Ko Tiānuare tēia marama.

This is the month of January.

Ko'ai tēia marama?

What month is this?

Ko Māti tēia marama.

This is the month of March.

Ko'ai tēia marama?

What month is this?

Ko Noema tēia marama.

This is the month of November.

## OHT 3: Numbers 21–31

6B

21 rua nga'uru mā ta'i

22 rua nga'uru mā rua

23 rua nga'uru mā toru

24 rua nga'uru mā 'ā

25 rua nga'uru mā rima

26 rua nga'uru mā ono

27 rua nga'uru mā 'itu

28 rua nga'uru mā varu

29 rua nga'uru mā iva

30 toru nga'uru

31 toru nga'uru mā ta'i

# WORKSHEET 1: MATCH EACH PERSON TO THEIR BIRTHDAY

6B

## Birth dates

1. Ko te rā ta'i nga'uru mā toru o Tītema.
2. Ko te rā rua nga'uru mā rua o Tiānuare.
3. Ko te rā ta'i o Pēperuare.
4. Ko te rā ta'i nga'uru mā ono o Māti.
5. Ko te rā toru nga'uru o 'Āperirā.
6. Ko te rā ta'i nga'uru mā ta'i o Mē.

## Names

1. Kaivai
2. Tamati
3. Sarai
4. Tuaine
5. Anne
6. Manu

## OHT 4: What date is your birthday?

6B

‘Ea‘a tō‘ou rā ‘ānau‘anga?

What date is your birthday?

Ko te rā ta‘i nga‘uru mā toru o Tītema.

It is on the 13th of December

Ko tēia rā, tōku rā ‘ānau‘anga.

Today is my birthday.

Kia mataora tō‘ou rā ‘ānau‘anga!

Happy birthday!



# UNIT 6: LESSON C

6C

## LEARNING OUTCOMES

The students will learn to:

- tell the time using “o’clock” and “half past” in Cook Islands Māori;
- use phrases for morning, afternoon, and evening.
- give and respond to an invitation.

## RESOURCES

- Unit 6 DVD and transcript
- Unit 6 audio CD and transcript
- OHT 1: What’s the time?
- Worksheet 1: What’s the time?
- Teacher checksheet: What’s the time?
- Activity sheet 1: Morning, afternoon, and evening
- OHT 2: Invitations
- OHT 3: Invitation to a party
- Worksheet 2: Responding to an invitation.

## LESSON OUTLINE

### *Introduction and Revision*

Remember to have a student write the day of the week on the board! Then revise lesson B by getting the students to write the date of their birthdays, in English (for example, 6 April), on a small piece of paper and collect these papers in a hat or box. Have each student draw out a date and translate it into Cook Islands Māori. Each student must identify their own birthday and call out their name when they hear it.

Share the learning outcomes for this lesson: the students will learn to tell the time on a clock and to say whether it is morning, afternoon, or evening. As extension work, they may also learn to give and respond to invitations for a certain day and time.

### *Learning Activities*

1. Watch the DVD material and listen for the language about times of day that is used before school and at school.
2. Put up OHT 1, which shows 10 clock faces and some words and sentence structures. Play the end of track 33 on the CD, giving the same structures. Listen once and then say, aloud, the times in Cook Islands Māori. Explain that, in telling the time, the *ta’i* before *nga’uru* is dropped in 10 o’clock.

‘Ea’a te ora?

What time is it?

‘E ora rima.

It is five o’clock.

‘E ‘āpa nō te ora rima.

It is half past five.

3. Revise saying the numbers 1–12 quickly, using a koosh ball.
4. Ask each student to draw a large clock face on an A4 sheet of paper and to use two pencils as its movable hands. Have them work in pairs, one partner showing a time on the hour and the other saying it aloud in Cook Islands Māori. For example, “*E ora rima*”; “*E ora rua*”; or “*E ora ta’i nga’uru mā rua*.” When they have each had a turn, they can add some “half past” times. For example, “*E āpa nō te ora rima*”; “*E āpa nō te ora rua*”; or “*E āpa nō te ora ta’i nga’uru mā rua*.”
5. Introduce the Fly Swat activity (described on [www.tki.org.nz/r/language/lis/oui/introduction/video\\_e.php](http://www.tki.org.nz/r/language/lis/oui/introduction/video_e.php)). Only use either “o’clock” times or “half past” times.
6. In groups, the students can practise telling the time by playing What’s the Time, Mr Wolf? in Cook Islands Māori.
7. The students complete worksheet 1, writing the time for each of 12 clock faces under the clock in Cook Islands Māori words.
8. In groups, have the students complete activity sheet 1, saying and writing questions and answers about times in the morning, in the middle of the day, later in the afternoon, and at night.

### Extension activity

Review the DVD section where Tamati invites Kiri to his birthday party. Use OHT 2 and the end of track 35 on the CD to read and practise the language for inviting a friend to a birthday party.

‘Aere mai koe ki tōku rā ‘ānau‘anga, ‘inē?      Please come to my birthday party.

‘Āe, meitaki, ma‘ata!      Yes, thanks, great!

‘Ea‘a te ora?      What time is it?

‘E ora rima i te a‘ia‘i.      It is at 5 o’clock in the afternoon.

Ka ‘aere ki ‘ea?      Where is it?

Ka ‘aere ki toru Puka Street.      It is at 3 Puka Street.

Then use OHT 3 to “invite the students to a party”. Have the students complete the invitation response activity on Worksheet 2.

### Evaluation

Have the students fill in checklists similar to the model below.

Today I learned:

- to tell the time using “o’clock” and “half past” in Cook Islands Māori;
- to use phrases for morning, afternoon, and evening

*Extension*

- to give and respond to an invitation.

# OHT 1: What's the time?

6C

ora	o'clock (time, hour)	rā 'ānau'anga	birthday
'āpa nō te ora	half past	i te pōpongi	in the morning
ora pure	prayer time	i te avatea	in the middle of the day
ora kanga	playtime	i te a'ia'i	in the late afternoon
ora kaikai	mealtime	i te pō	at night

## Language Structures

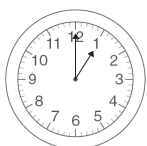
'Ea'a te ora?	What time is it?	'E ora rima.	It is five o'clock.
'E 'āpa nō te ora rima.	It is half-past five.	'E ora kanga.	It's playtime.



'E ora rima.



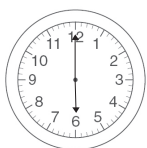
'E 'āpa nō te ora rima.



'E ora ta'i.



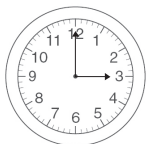
'E 'āpa nō te ora ta'i.



'E ora ono.



'E 'āpa nō te ora ono.



'E ora toru.



'E 'āpa nō te ora toru.



'E ora iva.



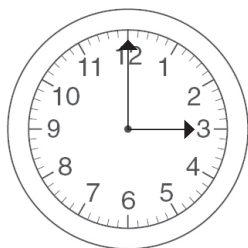
'E 'āpa nō te ora iva.

# WORKSHEET 1: WHAT'S THE TIME?

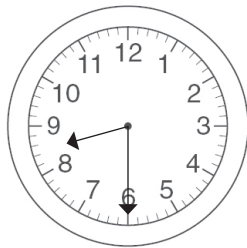
6C



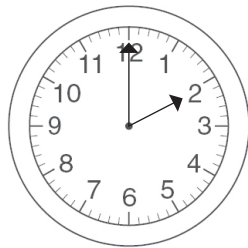
Write the correct time in Cook Islands Māori.



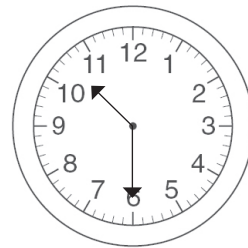
1. \_\_\_\_\_



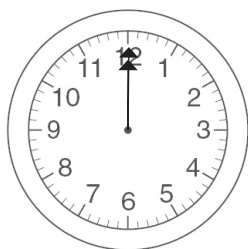
6. \_\_\_\_\_



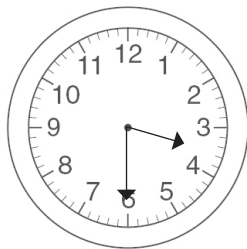
8. \_\_\_\_\_



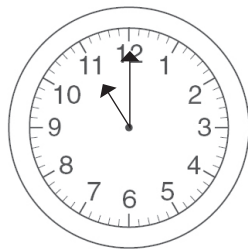
11. \_\_\_\_\_



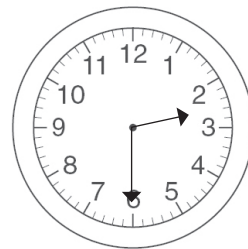
10. \_\_\_\_\_



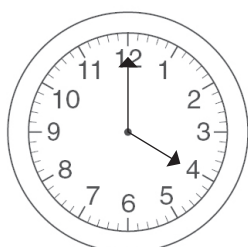
2. \_\_\_\_\_



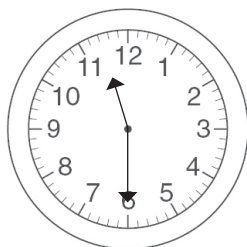
5. \_\_\_\_\_



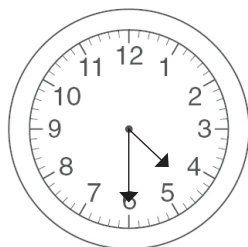
12. \_\_\_\_\_



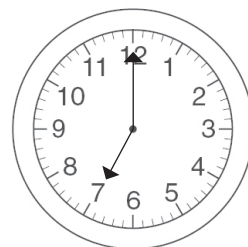
3. \_\_\_\_\_



9. \_\_\_\_\_



4. \_\_\_\_\_



7. \_\_\_\_\_

# TEACHER CHECKSHEET: WHAT'S THE TIME?

6C

- |                                      |             |
|--------------------------------------|-------------|
| 1. 'E ora toru                       | (3)         |
| 2. 'E 'āpa nō te ora toru            | (3.30)      |
| 3. 'E ora 'ā                         | (4 o'clock) |
| 4. 'E 'āpa nō te ora 'ā              | (4.30)      |
| 5. 'E ora nga'uru mā ta'i            | (11)        |
| 6. 'E 'āpa nō te ora varu            | (8.30)      |
| 7. 'E ora 'itu                       | (7)         |
| 8. 'E ora rua                        | (2)         |
| 9. 'E 'āpa nō te ora nga'uru mā ta'i | (11.30)     |
| 10. 'E tuaero                        | (12)        |
| 11. 'E 'āpa nō te ora nga'uru        | (10.30)     |
| 12. 'E 'āpa nō te ora rua            | (2.30)      |

# ACTIVITY SHEET 1: MORNING, AFTERNOON, AND EVENING

6C



- Draw the time as it would appear on a digital watch.

‘E ora ‘ā i te a‘ia‘i.

‘E ora ‘ā i te pōpongi.

‘E ora nga‘uru i te pō.

‘E ora nga‘uru i te pōpongi.

‘E ‘āpa nō te ora rima i te pōpongi.

‘E ‘āpa nō te ora rima i te a‘ia‘i.

## OHT 2: Invitations

6C



‘Aere mai koe ki tōku rā ‘ānau‘anga, ‘inē?  
Please come to my birthday party.



‘Āe, meitaki, ma‘ata!  
Yes, thanks, great!



‘Ea‘a te ora?  
What time is it?



‘E ora rima i te a‘ia‘i.  
It is at 5 o‘clock in the afternoon.



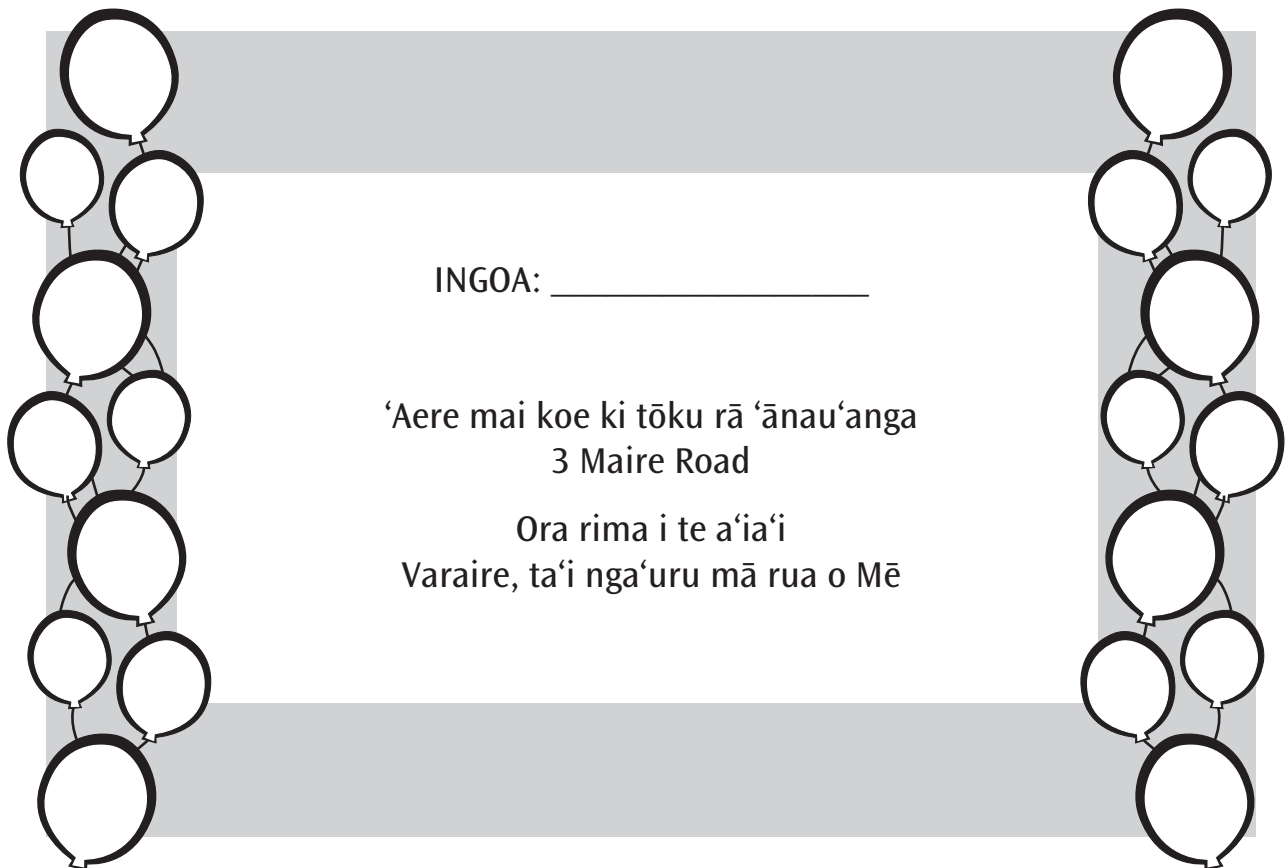
Ka ‘aere ki ‘ea?  
Where is it?



Ka ‘aere ki toru Puka Street.  
It is at 3 Puka Street.

# OHT 3: Invitation to a party

6C





# WORKSHEET 2: RESPONDING TO AN INVITATION

6C

- Write your name and a response to the party invitation.

INGOA: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# AUDIO TRANSCRIPT UNIT 6

6

## Track 31 Vocabulary for Unit 6

‘āe  
kāre  
rā  
‘epetoma  
marama  
mata‘iti  
pōpongi  
avatea  
a‘ia‘i  
pō  
tēia rā  
āpōpō  
i nana‘i  
Tāpati  
Mōnitē  
Ru‘irua  
Ru‘itoru  
Paraparau  
Varaire  
Ma‘anākai  
Tiānuare  
Pēperuare  
Māti  
‘Āperirā  
Mē  
Tiūnu  
Tiurai  
‘Aukute  
Tepetema  
‘Okotopa  
Noema  
Titema  
ora  
‘āpa nō te ora  
ora pure  
ora kanga  
ora kaikai  
rā ‘ānau‘anga

## Track 32 Words and Dialogue: Days and Times

Tāpati  
Mōnitē  
Ru‘irua  
Ru‘itoru  
Paraparau  
Varaire  
Ma‘anākai  
rā  
‘epetoma  
tēia ra  
āpōpō  
i nana‘i  
‘Ea‘a tēia rā?  
‘E Mōnitē tēia rā.  
‘Ea‘a te rā i nana‘i?  
‘E Tāpati te rā i nana‘i. ‘Ea‘a te rā āpōpō?  
‘E Ru‘irua te rā āpōpō.

## Track 33 Words and Dialogue: Months of the Year

Tiānuare  
Pēperuare  
Māti  
‘Āperirā  
Mē  
Tiūnu  
Tiurai  
‘Aukute  
Tepetema  
‘Okotopa  
Noema  
Titema  
Ko‘ai tēia marama?  
Ko Tiūnu tēia marama.  
‘Ea‘a te ora?  
‘E ora rima.  
‘E ‘āpa nō te ora rima. ‘E ora kanga.

### Track 34 “Time, Days, and Months”

#### Activity in Lesson 6B

SPEAKER: ‘Ea’a tō’ou rā ‘ānau’anga, e Sarai?

SARAI: Ko te rā ta’i nga’uru mā toru o Titema.

‘Ea’a tō’ou rā ‘ānau’anga, e Tamati?

TAMATI: Ko te rā rua nga’uru mā rua o

Tiānuare. ‘Ea’a tō’ou rā ‘ānau’anga, e Kaivai?

KAIVAI: Ko te rā ta’i o Pēperuare. ‘Ea’a tō’ou rā  
‘ānau’anga, e Anne?

ANNE: Ko te rā ta’i nga’uru mā ono o Māti.

‘Ea’a tō’ou rā ‘ānau’anga, e Tuaine?

TUAINÉ: Ko te rā toru nga’uru o ‘Āperira. ‘Ea’a  
tō’ou rā ‘ānau’anga, e Manu?

MANU: Ko te rā ta’i nga’uru mā ta’i o Mē.

### Track 35 Dialogue: Birthdays

TAMATI: Ko tēia rā, tōku rā ‘ānau’anga.

SARAI: Kia mataora tō’ou rā ‘ānau’anga!

TAMATI: ‘Aere mai koe ki tōku rā ‘ānau’anga,  
‘inē?

SARAI: Āe, meitaki ma’ata! ‘Ea’a te ora?

TAMATI: ‘E ora rima i te a’ia’i.

SARAI: Ka ‘aere ki ‘ea?

TAMATI: Ka ‘aere ki toru Puka Street.

# DVD STORY TRANSCRIPT UNIT 6

6

## SCENE 8

AUNTY KURA

It's time to go. It's half past seven, time for school.

E kotou ma. E apa no te ora itu teia e taime teia no te aere ki te apii.

INA

What time does school start?

Eaa te ora e akamata ana te apii?

MOEROA

Eight o'clock. Or if you are Teariki, when you wake up, about ten o'clock.

E ora varu. Me ko koe ra Teariki ka ara mai koe i te ora ngauru.

AUNTY KURA

Teariki, have you forgotten something? Your school bag, your lunch?

E Teariki, e Teariki, kare au apinga i ngaropoina? Taau kiri apii e taau kai?

MOEROA

Your pencil case, your books, your homework?

Your ...

Taau kiri penitara, taau puka, taau apii ngutuare?

Taau ...

AUNTY KURA

Moeroa!

E Moeroa! E Moeroa!

MOEROA

'Bye Mum.

E noo ra e Mama.

INA

'Bye Aunty Kura.

E noo ra e Mama Kura.

TEARIKI

'Bye Mum.

E noo ra e Mama.

TUTERU

'Bye Mum.

E noo ra e Mama.

*They all head off down the road to school.*

## SCENE 9

INA

Today is Monday. What is the schedule?

E Monite teia ra. Eaa te porokaramu?

MOEROA

Monday ... maths then English, morning tea, then science, then ...

Monite ... numero, reo Ingariti, kapu kaiti, taieni, i te aru mai ...

TEARIKI

Lunch break, yeeha!

Ora kaikai, i e ko ko!

*Pere (14) is waiting by the school entrance with his sister Tanga (13).*

TEARIKI

Hi Pere, hi Tanga.

Kia orana e Pere, kia orana e Tanga.

PERE

Hi.

Kia orana.

TANGA

Hi Teariki, hi Moeroa, hi Tuteru.

Kia orana e Teariki, kia orana e Moeroa, kia orana e Tuteru.

TUTERU

Hi. This is Ina from New Zealand.

Kia orana. Ko Ina teia no Niu Tireni mai.

INA

Hello Pere, hello Tanga, I'm Ina from New Zealand.

Kia orana e Pere, kia orana e Tanga. Ko Ina au. No Niu Tireni mai.

PERE

Wow! New Zealand. Hi, I'm Pere from Rarotonga!

Aue! Niu Tireni. Kia orana. Ko Pere au no Rarotonga nei!

MOEROA

More like Pere from outer space!

Ae, no vao mai paa a Pere i teia ao.

INA

Nice to meet you Pere, and nice to meet you Tanga.

Mataora tikai au i te araveianga ia korua.

MOEROA

Come on everyone, it's nine o'clock!

Ae, aere mai te katoatoa, e ora iva teia.

## SCENE 10

MR TANGAROA

Children, come inside

E te au tamariki, tomo mai ki roto.

MOEROA

Sit at this desk, Ina, here is a chair.

Noo ki teia kaingakai, e Ina, teia toou nooanga.

INA

Thanks, Moeroa.

Meitaki, e Moeroa.

MR TANGAROA

Good morning children!

Kia orana kotou e te au tamariki i teia popongi!

CLASS

Good morning Mr Tangaroa.

Kia orana Tangaroa Tane.

MR TANGAROA

Today we have a new student. Moeroa, please stand up and introduce Ina.

I teia ra e tamaine ou ta tatou. Moeroa, tu mai ki runga akaaraveiia mai a Ina.

MOEROA

This is Ina.

Ko Ina teia.

INA

Hello, everyone. I'm Ina from New Zealand.

Kia orana kotou. Ko Ina au no Niu Tireni mai.

CLASS

Kia orana e Ina!

MR TANGAROA

Ina is with us for twelve weeks and is learning [Cook Islands] Māori. Before maths, we will help her with her language. What do we use in the class that Ina will need to know?

Ka noo a Ina ki konei ia tatou e ta'i ngauru ma rua epetoma. E ka apii a ia i te reo Māori. Eaa ta tatou e rave ana i roto i to tatou pupu, te ka anoano ia a Ina kia kite?

MOEROA

Desk

Kaingakai

INA

Desk

Kaingakai

PERE

Ruler

Rura

INA

Ruler

Rura

STUDENT

Writing book

Puka tata

INA

Writing book

Puka tata

STUDENT

Pen

Peni

INA

Pen

Peni

TEARIKI

Reading book

Puka tatau

INA

Reading book

Puka tatau

PERE

Door

Ngutupa

INA

Door

Ngutupa

MR TANGAROA

Good, very good. And what about school times?

Meitaki, meitaki. Aka peea te au ora o te apii?

MOEROA

Eight o'clock, school starts.

Akamata te apii i te ora varu.

STUDENT

Ten o'clock, morning tea.

Ora ngauru – katikati.

STUDENT

Twelve noon, lunch time.

Tuaero – ora kaikai.

TEARIKI

One o'clock, school again.

Ora ta'i – apii akaou.

PERE

Three o'clock, home time!

Ora toru – kua tere te apii!

MR TANGAROA

Yes, three o'clock's home time. What a surprise,

Pere, that you remembered that one!

Ae, ora toru kua tere te apii. Poitirere tikai a Pere kua maara ia koe ora toru kua tere te apii!

# Unit 7: Te Pi'a 'Āpi'i (The Classroom)

7

## Theme

The Classroom

## Learning Outcomes

By the end of this unit, students will be able to:

- identify classroom items, including books, pencils, rubbers, rulers, bags, desks, chairs, rubbish bins, doors, windows, and computers;
- respond to simple instructions in Cook Islands Māori;
- respond orally by saying 'āe /yes, kāre/no, and Kāre au i kite/I don't know.
- ask where an object is in the classroom;
- say where an object is in the classroom.

## Curriculum Links

2.3 offer, accept, refuse, and deny things;

2.1 identify people, places, and things;

1.4 recognise and respond to classroom expressions and simple instructions.

## Revision

'āe	yes
kāre	no

## Language Targets

'āpi'i	school	kamupiuta	computer
pi'a 'āpi'i	classroom	papa tātā	whiteboard
'ōmai	give me	ngūtupa	door
puka	book	māramarama	window
pēnitara	pencil	vairanga tītā	rubbish bin
vairanga pēnitara	pencil case	runga ...	on top of, above ...
pēni	pen	roto ...	inside ...
rapa	rubber	va'o	outside ...
rūra	ruler	raro ...	underneath, below ...
kete	bag	mua ...	ahead of, in front of ...
kaingākai	desk, table	muri ...	behind, at the back of ...
no'o'anga	chair	tei 'ea?	where is?

## Language Structures

Tei 'ea te pēni?

Kāre au i kite.

Tēia, tēnā mai.

Tei 'ea tā'au puka?

Tei roto i te kaingākai.

Tei roto i tōku kaingākai.

Tei 'ea te vairanga tītā?

Tei raro i te māmarama.

E pēni auika tā'au?

'Ōmai i tēta'i puka.

'Ōmai i tēta'i pēni auika.

'Āe, tēia.

Where is the pen?

I don't know.

Here it is.

Where is your book?

It's inside the desk.

It's in my desk.

Where is the rubbish bin?

It's under the window.

Have you got a blue pen?

Will you give me the book?

Will you give me the blue pen?

Yes, here it is.

### *Classroom instructions*

The students are learning to *follow* these simple instructions, which means they don't have to actually produce the language listed below. Rather, they should show their understanding by responding appropriately.

'Aere mai ki roto, 'inē?

Please come inside.

'Aere atu ki va'o, 'inē?

Please go outside.

'Ākara mai ki āku, 'inē?

Please look at me.

'Ākara mai ki te papa tātā.

Please look at the whiteboard.

'Akarongo mai, 'inē?

Please listen.

'Ē tiki i tā'au pēni.

Get your pen out. (*to one person*)

'Ē no'o, 'inē?

Please sit.

'Ē tū ki runga.

Stand up.

Meitaki ma'ata!

Very good!

Kāore atu!

Fantastic, unbelievable!

Koia ai!

That's it! Right!

E ui'anga tā'au?

Have you any questions? (*to one person*)

E ui'anga tā kōtou?

Have you any questions? (*to a group*)

Kua mārama koe?

Do you understand? (*to one person*)

Kua mārama kōtou?

Do you understand? (*to a group*)

## Cultural Aspects

A school in the Cook Islands can be seen on the DVD, so students will be able to compare a school in the Cook Islands with their own school in New Zealand.

One point of difference is that children in the Cook Islands have school chores, just as they have home chores; these may involve cleaning the classroom and keeping the grounds neat. There is often a roster for these chores.

In Cook Islands schools, drums or bells are used for the lunch signal. Suggestion: every language class from now on could start and finish with the sound of drums.

In the Cook Islands, many students and teachers get to and from school in the same ways as New Zealanders – by walking or by bus. But one of the most popular modes of transport is the motorbike.

School starts at 8.15 a.m. and finishes at 2.40 p.m. This is because by the afternoon, the sun is scorching hot, making it hard for students to concentrate.

Most primary schools go from year 1 up to year 8. Many of these schools have an attached preschool or kindergarten. Primary school students are in composite classes. The teachers teach all subjects, including both Cook Islands Māori and English. Practically all schools have school uniforms.

## Teachers' Notes

Some of the teacher instructions listed in Unit 7 are also in the preface and can be used throughout the course as appropriate, so students may already be familiar with them.

### *A note on the use of 'inē*

This word means “if you please” or “do you agree?”, and makes a sentence more polite.

### *A note on the use of mai and atu*

As in New Zealand Māori, the word *mai* has the connotation of movement towards the speaker, and *atu* conveys movement away from the speaker.

### *Prepositions of position*

These prepositions tell us where something is in relation to something else. For example:

It's on the computer.

It's under the chair.

It's inside the desk.



### ***Words for computer***

The following section is reprinted from pages 10–11 of *Cook Islands Māori in the New Zealand Curriculum*.

Words like “computer” challenge Cook Islands people to agree on an acceptable term in their language. There are a number of options: one is to transliterate the new terms (for example, “computer” becomes “kamupīuta”). Another way is to create new words from the existing Cook Islands Māori vocabulary (for example, the word “roro-uira” was coined to mean “computer”). A third option is to add a new meaning to an existing Cook Islands Māori word.

# UNIT 7: LESSON A

7A

## LEARNING OUTCOMES

The students will learn to:

- identify classroom items, including books, pencils, rubbers, rulers, bags, desks, chairs, rubbish bins, doors, windows, and computers.

## RESOURCES

- Unit 7 DVD and transcript
- Unit 7 Audio CD and transcript
- OHT 1: Classroom objects
- Worksheet 1: Wordfind
- Teacher Checksheet: Wordfind
- Worksheet 2: Memory Game
- Worksheet 3: Memory Game
- Copysheet 1: Classroom Objects (some of these are in *Guidelines for Cook Islands Māori Language Programmes*, page 62)
- Activity sheet 1: “Snap” Cards.

## LESSON OUTLINE

### ***Introduction and Revision***

Have a student write the day of the week and the month of the year on the board. Share the learning outcomes for this lesson: the students will learn to name some basic classroom items.

### ***Learning Activities***

1. Show the DVD. Ask the students to notice any Cook Islands Māori words that they think name classroom objects.
2. Listen to the audio CD (track 37) and practise saying the words and pointing to the object. Then practise briefly with the OHT up.
3. Ask the students to look around the room and identify the labels that you have written in Cook Islands Māori beforehand, using Copysheet 1. Ask the students to read the labels aloud. Alternatively, the students themselves could make the labels and place them around the room.
4. Have the students close their eyes while you remove the label from one classroom item. When the students open their eyes, they say which label is missing, using the Cook Islands Māori word. Then replace the label so that the class can check the word. Do this with all the labels.

5. Provide blank sets of 10 cards and have the students work in pairs to make two sets of “Snap” cards, referring to Activity sheet 1. In one set, each card has a drawing of a classroom item on one side and in the other set, each card has the Cook Islands Māori word/s for the same items. The students then play the card game “Snap” in pairs. They shuffle the two sets of cards, deal them into two piles, face down, and the students take turns to put their top card into a central pile, face up. If a card is placed on another card where the word/s and the picture represent the same item, the first student to say “Snap” and put their hand over the central pile wins that pile and adds it to their own pile. The piles will become a mixture of words and pictures, so the students can also say “Snap” if they see two matching pictures or two matching words. The winner is the one who ends up with most cards.
6. Ask the students to work in pairs to complete the wordfind on Worksheet 1. For homework, they could create their own wordfind featuring classroom items or other Cook Islands Māori words that they have learned. They can then swap their wordfinds with another student and do the other student’s wordfind.
7. Have students play the memory game on Worksheets 2 and 3 in pairs or groups.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- to identify \_\_\_\_\_ classroom items. (*give number*)

# OHT 1: Classroom objects

7A

puka	book
pēnitara	pencil
vairanga pēnitara	pencil case
pēni	pen
rapa	rubber
rūra	ruler
kete	bag
kaingākai	desk, table
no‘o‘anga	chair
kamupiuta	computer
papa tātā	whiteboard
ngūtupa	door
māramarama	window
vairanga tītā	rubbish bin

# WORKSHEET 1: WORDFIND

7A



Make a line around the words for things in the classroom. One has been done as an example. How many can you find?

n	m	k	a	i	ng	ā	k	a	i
o	ā	i	n	ā	m	ū	v	n	v
‘o	r	p	ē	n	i	t	a	r	a
‘a	a	n	p	e	‘i	‘o	ng	e	i
ng	m	i	ū	t	e	r	o	m	r
a	a	t	ng	i	p	u	k	a	a
v	r	a	p	a	a	r	e	p	ng
i	a	r	ng	u	p	a	t	‘ā	a
g	m	ā	u	r	a	t	e	p	t
k	a	m	p	ū	t	a	ā	i	ī
k	n	p	‘o	i	ā	v	m	‘i	t
‘o	e	u	ng	ū	t	u	p	a	ā
ū	p	ē	n	i	ā	e	k	a	t

# TEACHER CHECKSHEET: WORDFIND

7A



Make a line around the words for things in the classroom. One has been done as an example. How many can you find?

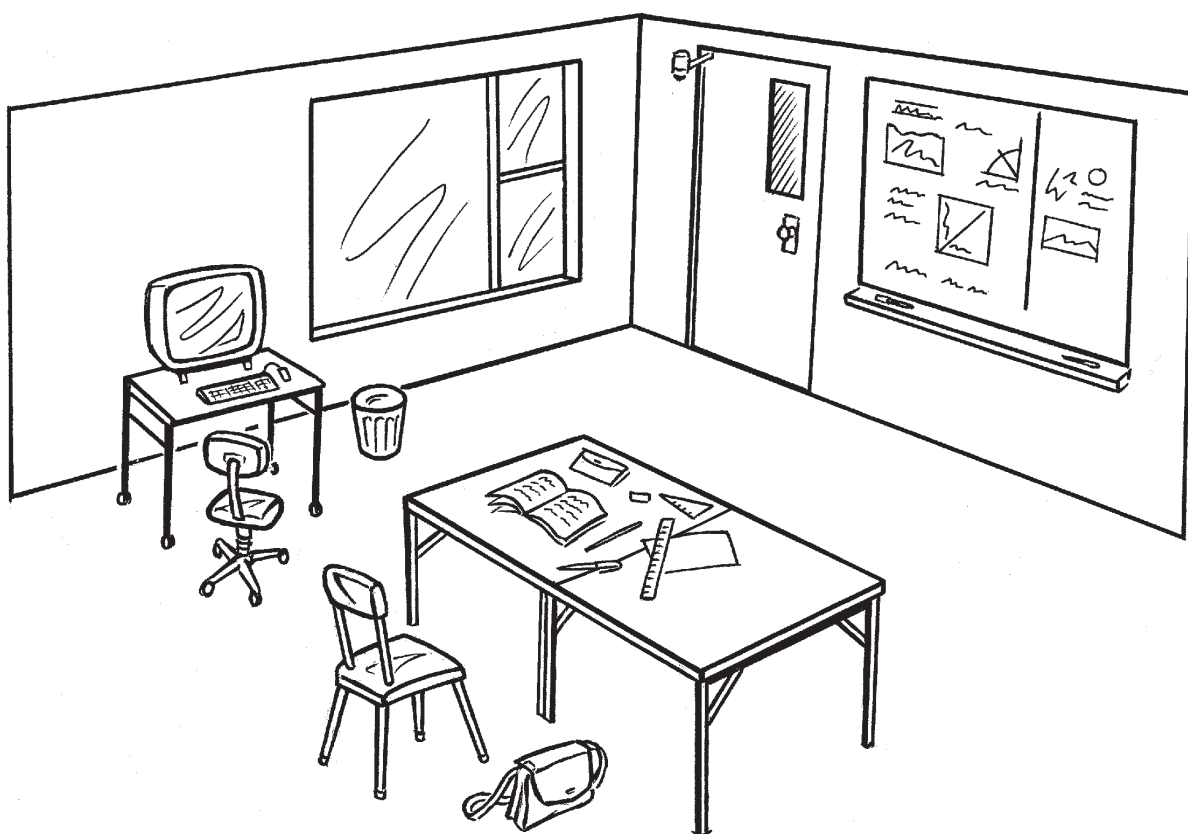
n	m	k	a	i	ng	ā	k	a	i
o	ā	i	n	ā	m	ū	v	n	v
‘o	r	p	ē	n	i	t	a	r	a
‘a	a	n	p	e	‘i	‘o	ng	e	i
ng	m	i	ū	t	e	r	o	m	r
a	a	t	ng	i	p	u	k	a	a
v	r	a	p	a	a	r	e	p	ng
i	a	r	ng	u	p	a	t	‘ā	a
g	m	ā	u	r	a	t	e	p	t
k	a	m	p	ū	t	a	ā	i	ī
k	n	p	‘o	i	ā	v	m	‘i	t
‘o	e	u	ng	ū	t	u	p	a	ā
ū	p	ē	n	i	ā	e	k	a	t

# WORKSHEET 2: MEMORY GAME

7A



You have one minute to look at this picture of a classroom and try to remember where everything is. Then write the names of the missing objects in Cook Islands Māori in the correct spaces on Worksheet 3.

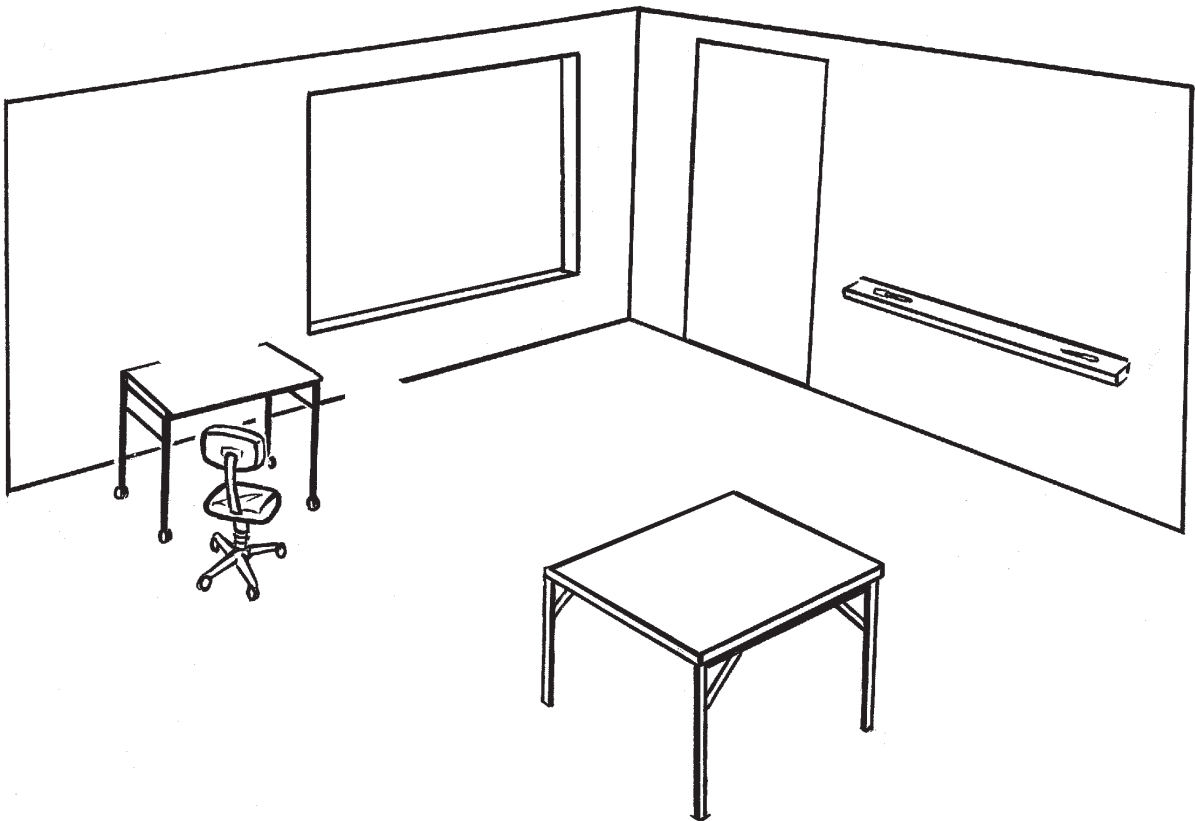


# WORKSHEET 3: MEMORY GAME

7A



Write the names of the missing objects in Cook Islands Māori in the correct spaces or on the lines below, with arrows to show where they go.



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# COPYSHEET 1: CLASSROOM OBJECTS

7A

Cut out these labels in Cook Islands Māori and place them around the classroom or on the whiteboard to identify classroom objects in the classroom.

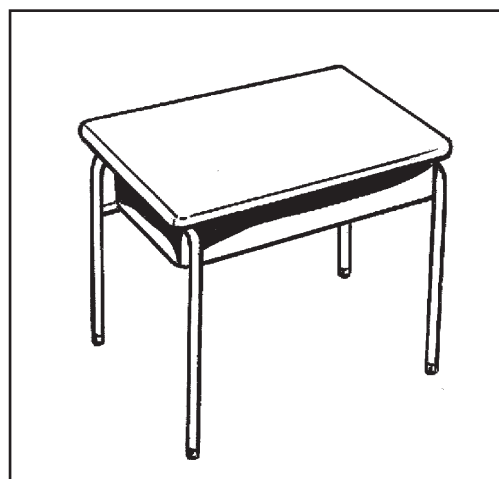
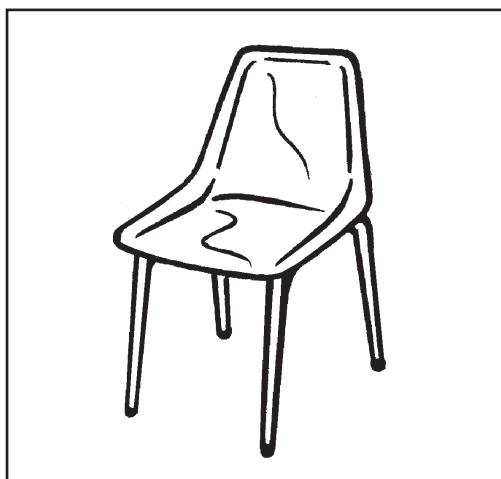
puka	no‘o‘anga
pēnitara	kamupīuta
pēni	papa tātā
rapa	ngūtupa
rūra	māramarama
kete	vairanga tītā
kaingākai	vairanga pēnitara

# ACTIVITY SHEET 1: “SNAP” CARDS

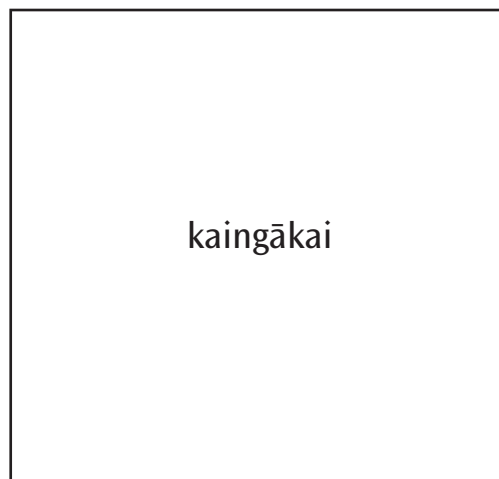
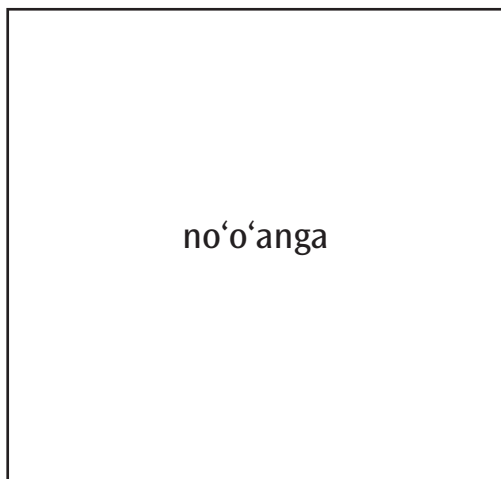
7A

Examples of what two “Snap” cards could look like

Set A



Set B



## Instructions:

On each of your 10 cards, for set A, draw a simple line picture of a different classroom object from the list on OHT 1 and for set B, write the name of one of the different classroom objects from the list on OHT 1 in Cook Islands Māori, as in the examples shown above. Draw or write clearly, using a felt-tip pen in a dark colour.

# UNIT 7: LESSON B

7B

## LEARNING OUTCOMES

The students will learn to:

- respond to simple instructions in Cook Islands Māori;
- respond orally by saying “āe /yes”, “kāre/no”, and “Kāre au i kite/I don’t know”.

## RESOURCES

- Unit 7 DVD and transcript
- Unit 7 and track 2 of the Audio CD
- Activity sheet 1: Classroom instructions
- Activity sheet 2: Similarities and differences
- Supplementary material on Similarities and differences (between New Zealand schools and Cook Islands schools)
- OHT 1: Classroom instructions
- OHT 2: Common responses.

## LESSON OUTLINE

### *Introduction and Revision*

Review the learning from the previous lesson by playing I Spy, naming classroom objects in Cook Islands Māori. Share the learning outcomes for this lesson: the students will learn to follow simple instructions in Cook Islands Māori.

### *Learning Activities*

1. Show the DVD and try to identify teacher instructions and student responses.
2. Listen to track 2 of the audio CD together. You have probably been using these instructions with your students for some time. Then put up OHT 1 and give the students some of the classroom instructions (orally) to respond to. These could include:

‘Aere mai ki roto, ‘inē?	Please come inside.
‘Aere atu ki va‘o, ‘inē?	Please go outside.
‘Ākara mai ki āku, ‘inē?	Please look at me.
‘Ākara mai ki te papa tātā.	Please look at the whiteboard.
‘Akarongo mai, ‘inē?	Please listen.
‘Ē tiki i tā‘au pēni.	Get your pen out. ( <i>to one person</i> )
‘Ē no‘o, ‘inē?	Please sit.
‘Ē tū ki runga.	Stand up.

E ui'anga tā'au?	Have you any questions? (to one person)
E ui'anga tā kōtou?	Have you any questions? (to a group)
Kua mārama koe	Do you understand? (to one person)
Kua mārama kōtou?	Do you understand? (to a group)

After listening to the instructions on track 2 and following on OHT 1 a couple of times, remove the OHT, and the students then follow each instruction that they hear you give. The instructions can then be repeated in random order and get faster and faster (but not so fast that the students can't carry them out). It could be agreed beforehand that the signal for "Please listen" is a hand cupped to an ear, and that the signal for "Please look at me" is fingers over eyes in the shape of binoculars.

3. Give the students copies of activity sheet 1 and ask them to read the instructions and draw someone following each instruction (in the box beside the instruction).
4. Introduce or revise the following everyday responses used in dialogue on the CD (on track 39), using OHT 2: Common responses: "āe /yes", "kāre/no", and "Kāre au i kite/I don't know".

### **Extension activity**

Have the students discuss the similarities and differences between their school and a school in the Cook Islands. The students then work in pairs or groups to read the supplementary material and complete activity sheet 2.

### **Evaluation**

Have the students fill in checklists similar to the model below.

#### **Today I learned:**

- to respond to simple instructions in Cook Islands Māori by following the instructions;
- to respond orally by saying "āe /yes", "kāre /no", "Kāre au i kite/I don't know", and "Āria ana, 'inē?/Just a minute, please".

# OHT 1: Classroom instructions

7B

‘Aere mai ki roto, ‘inē?	Please come inside.
‘Aere atu ki va‘o, ‘inē?	Please go outside.
‘Ākara mai ki āku, ‘inē?	Please look at me.
‘Ākara mai ki te papa tātā.	Please look at the whiteboard.
‘Akarongo mai, ‘inē?	Please listen.
‘Ē tiki i tā‘au pēni.	Get your pen out. (to one person)
‘Ē no‘o, ‘inē?	Please sit.
‘Ē tū ki runga.	Stand up.
E ui‘anga tā‘au?	Have you any questions? (to one person)
E ui‘anga tā kōtou?	Have you any questions? (to a group)
Kua mārama koe?	Do you understand? (to one person)
Kua mārama kōtou?	Do you understand? (to a group)

## OHT 2: Common responses

7B

‘āe

yes

kāre

no

Kāre au i kite.

I don't know.

# ACTIVITY SHEET 1: CLASSROOM INSTRUCTIONS

7B



- Draw a simple picture of someone following the instruction.

‘Aere mai kī roto, ‘inē?

‘Aere atu kī va‘o, ‘inē?

‘Ākara mai ki āku, ‘inē?

‘Ākara mai ki te papa tātā.

‘Akarongo mai, ‘inē?

‘Ē tiki i tā‘au pēni.

‘Ē no‘o, ‘inē?

‘Ē tū ki runga.

# SUPPLEMENTARY MATERIAL: SIMILARITIES AND DIFFERENCES

7B

One point of difference is that children in the Cook Islands have school chores, just as they have home chores; these may involve cleaning the classroom and keeping the grounds neat. There is often a roster for these chores.

In Cook Islands schools, drums or bells are used for the lunch signal.

In the Cook Islands, many students and teachers get to and from school in the same ways as New Zealanders – by walking or by bus. But one of the most popular modes of transport is the scooter (motorbike).

School starts at 8.15 a.m. and finishes at 2.40 p.m. This is because by the afternoon, the sun is scorching hot, making it hard for students to concentrate.

Most primary schools go from year 1 up to year 8. Many of these schools have an attached preschool or kindergarten. Primary school students are in composite classes. The teachers teach all subjects, including both Cook Islands Māori and English.



# ACTIVITY SHEET 2: SIMILARITIES AND DIFFERENCES

7B



## Similarities and differences between New Zealand and Cook Islands schools

1. Work in pairs to complete the sentences in English.
  - a. In New Zealand, school usually starts at 9 a.m.  
In the Cook Islands, school usually starts \_\_\_\_\_.
  - b. In New Zealand, students go to school by \_\_\_\_\_.  
In the Cook Islands, students go to school by \_\_\_\_\_.
  - c. In New Zealand, the schools are cleaned by \_\_\_\_\_.  
In the Cook Islands, the schools are cleaned by \_\_\_\_\_.
2. With your partner, decide whether the words from the box below fit best into the “similarities” column or the “differences” column, and write them there. (Some words may fit in both columns.)

subjects	uniforms	starting time	teachers	cleaners	transport
friends	sports				

similarities

differences

# UNIT 7: LESSON C

7C

## LEARNING OUTCOMES

The students will learn to:

- ask where an object is in the classroom;
- say where an object is in the classroom.

## RESOURCES

- Unit 7 DVD and transcript
- Unit 7 Audio CD and transcript
- Worksheet 1: Where is it?  
OHT 1: Where is it? (questions and answers)  
OHT 2: Structures.

## LESSON OUTLINE

### ***Introduction and Revision***

Revise Lesson B by playing Simon Says, using classroom instructions. In addition, you could repeat the CD-based game from the previous lesson – the instructions get faster and faster and students have to respond to them faster and faster.

Share the learning outcomes for this lesson: the students will learn to ask and say where classroom items are in relation to others.

### ***Learning Activities***

1. Show the DVD and try to identify language that says WHERE something is. For example, prepositions such as ... *runga*, ... *raro*, and ... *roto*.
2. Put up OHT 1. Then listen to the audio CD (track 38) and practise asking and saying where other classroom items are.
3. Practise asking and saying where hidden classroom objects are. For example, “*Tei ‘ea te pēni?*”/Where is the pen?” “*Tei roto i te kaingākai*”/It’s inside the desk.” The students show their understanding by, for example, putting their pen inside the desk.
4. Have the students work in pairs. Each pair has a photocopy of Worksheet 1, a pair of scissors, some glue or paste, and 2–3 sheets of plain A4 paper. Explain the activity in Worksheet 1. Have the students cut out the pictures and match them to the words by placing items over, under, and so on, as stated in the answers to the questions about each item.

5. Using the CD (track 39) and OHT 2, introduce these phrases using the possessive adjectives *tāku*/my and *tā'au*/your as well as the article *te*/the.

Tei 'ea te pēni?	Where is the pen?
Kāre au i kite.	I don't know.
Tēia, tēnā mai.	Here it is.
Tei 'ea tā'au puka?	Where is your book?
Tei roto i te kaingākai.	It's inside the desk
Tei 'ea te vairanga tītā?	Where is the rubbish bin?
Tei raro i te māramarama.	It's under the window.
E pēni auika tā'au?	Have you got a blue pen?
'Ōmai i tēta'i puka.	Will you give me the book?
'Ōmai i tēta'i pēni auika.	Will you give me the blue pen?
'Āe, tēia.	Yes, here it is.

The teacher could move an item and ask "*Tei 'ea te .../Where is the ...?*" and the students respond with "*Tei .../It's ...*"

6. In pairs, the students can incorporate the names of classroom objects into phrases.

For example:

Tei 'ea te _____?	Where is the _____?
Tei _____ i te kaingākai.	It's _____ the desk.

7. The students can now write sets of sentences asking where four things are, and pass these to their partners, who can write the answers. The students could each hide four items while their partner is not looking. Then they could pass on their questions, and the partner has to find the objects and write the answers.

Alternatively, the students work in groups and take turns hiding things in the classroom. The groups work together writing their sentences, then hide the objects in the places described while the other group waits outside. The group outside comes in and listens to or reads the sentences and finds the objects. This could be timed, and the fastest group wins.

### **Extension activities**

- Students can choose to create and perform a role play or rap using their new language.
- The teacher or some students could construct a treasure hunt with clues in Cook Islands Māori.

## ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- to ask where an object is in the classroom;
- to say where an object is in the classroom.

7C

# WORKSHEET 1: WHERE IS IT?

7C



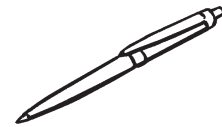
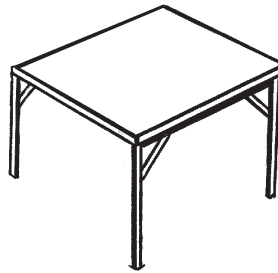
## Activity



Read or listen to the questions and answers. Cut out the pictures and stick them onto another A4 sheet of paper, placing items over, under, or in front of others as described in the list below.

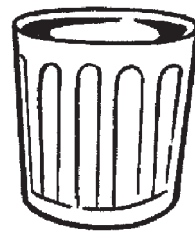
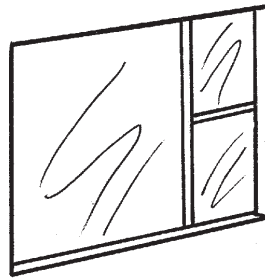
1. Tei 'ea te pēni?

Tei raro i te kaingākai.



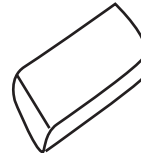
2. Tei 'ea te vairanga tītā?

Tei mua i te māmarama.



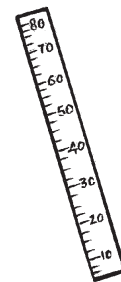
3. Tei 'ea te rapa?

Tei runga i te kaingākai.



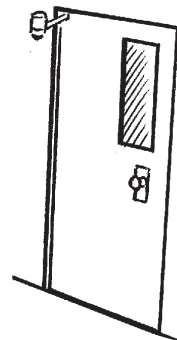
4. Tei 'ea te rūra?

Tei muri i te kete.



5. Tei 'ea te pēnitara?

Tei va'o i te ngūtupa.

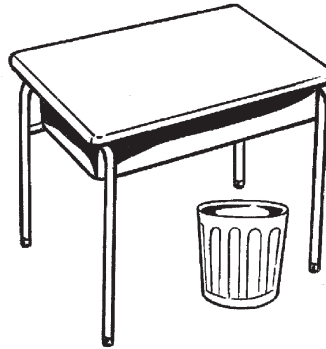


# OHT 1: Where is it?

7C

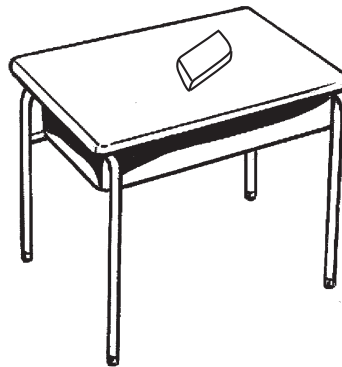
Tei 'ea te vairanga tītā?  
Where is the rubbish bin?

Tei raro i te kaingākai.  
It's under the desk.



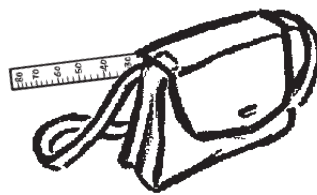
Tei 'ea te rapa?  
Where is the rubber?

Tei runga i te kaingākai.  
It's on top of the desk.



Tei 'ea te rūra?  
Where is the ruler?

Tei muri i te kete.  
It's behind the bag.



Tei 'ea te pēni?

Kāre au i kite.

Tēia, tēnā mai.

Tei 'ea tā'au puka?

Tei roto i te kaingākai.

Tei 'ea te vairanga tītā?

Tei raro i te māramarama.

E pēni auīka tā'au?

'Ōmai i tēta'i puka.

'Ōmai i tēta'i pēni auīka.

'Āe, tēia.

Where is the pen?

I don't know.

Here it is.

Where is your book?

It's inside the desk.

Where is the rubbish bin?

It's under the window.

Have you got a blue pen?

Will you give me the book?

Will you give me the blue pen?

Yes, here it is.

# AUDIO TRANSCRIPT UNIT 7

7

## Track 36 Vocabulary for Unit 7

‘āpi‘i  
pi‘a ‘āpi‘i  
‘ōmai  
puka  
pēnitara  
vairanga pēnitara  
pēni  
rapa  
rūra  
kete  
kaingākai  
no‘o‘anga  
kamupīuta  
papa tātā  
ngūtupa  
māramarama  
vairanga tītā  
runga  
roto  
va‘o  
raro  
mua  
muri  
tei ‘ea?

## Track 37 Classroom Objects

puka  
pēnitara  
vairanga pēnitara  
pēni  
rapa  
rūra  
kete  
kaingākai  
no‘o‘anga  
kamupīuta  
papa tātā  
ngūtupa  
māramarama  
vairanga tītā

## Track 38 Dialogue: Tei ‘Ea? (Asking Where Things Are)

Tei ‘ea te vairanga tītā?  
Tei raro i te kaingākai. Tei ‘ea te rapa?  
Tei runga i te kaingākai. Tei ‘ea te rūra?  
Tei muri i te kete.

## Track 39 Language Structures ("Where Is the ...?")

Tei ‘ea te pēni?  
Kāre au i kite.  
Tēia, tēnā mai.  
Tei ‘ea tā‘au puka?  
Tei roto i te kaingākai.  
Tei ‘ea te vairanga tītā?  
Tei raro i te māramarama.  
E pēni auīka tā‘au?  
‘Ōmai i tēta‘i puka.  
‘Ōmai i tēta‘i pēni auīka.  
‘Āe, tēia.



# DVD STORY TRANSCRIPT UNIT 7

7

*Unit 7 revisits most of scene 10, already shown in Unit 6, with a focus on classroom words.*

MR TANGAROA

Children, come inside

E te au tamariki, tomo mai ki roto.

MOEROA

Sit at this desk, Ina, here is a chair.

Noo ki teia kaingakai, e Ina, teia toou nooanga.

INA

Thanks, Moeroa.

Meitaki, e Moeroa.

MR TANGAROA

Good morning children!

Kia orana kotou e te au tamariki i teia popongi!

CLASS

Good morning Mr Tangaroa.

Kia orana Tangaroa Tane...

MR TANGAROA

What do we use in the class that Ina will need to know?

Eaa ta tatou e rave ana i roto i to tatou pupu, te ka anoano ia a Ina kia kite?

MOEROA

Desk

Kaingakai

INA

Desk

Kaingakai

PERE

Ruler

Rura

INA

Ruler

Rura

STUDENT

Writing book

Puka tata

INA

Writing book

Puka tata

STUDENT

Pen

Peni

INA

Pen

Peni

TEARIKI

Reading book

Puka tatau

INA

Reading book

Puka tatau

PERE

Door

Ngutupa

INA

Door

Ngutupa

MR TANGAROA

Good, very good. And what about school times?

Meitaki, meitaki. Aka peea te au ora o te apii?

MOEROA

Eight o'clock, school starts.

Akamata te apii i te ora varu.

STUDENT

Ten o'clock, morning tea.

Ora ngauru – katikati.

STUDENT

Twelve noon, lunch time.

Tuaero – ora kaikai.

TEARIKI

One o'clock, school again.

Ora ta'i – apii akaou.

PERE

Three o'clock, home time!

Ora toru – kua tere te apii!

MR TANGAROA

Yes, three o'clock's home time. What a surprise,

Pere, that you remembered that one!

Ae, ora toru kua tere te apii. Poitirere tikai a Pere kua maara ia koe ora toru kua tere te apii!

# Unit 8: Tāmataora: ‘Īmene e te ‘Ura (Celebrations: Song and Dance)

8

## Theme

Celebrations: Song and Dance

## Learning Outcomes

By the end of this unit, students will be able to:

- view a Cook Islands cultural celebration and choose a cultural celebration to find out about;
- work in groups to gather information about a specific Cook Islands celebration;
- work as part of a group to plan and present a specific Cook Islands celebration;
- give constructive feedback on other groups' presentations.

## Curriculum Links

2.5 express interest and enjoyment;

2.7 express feelings, emotions, and needs;

2.10 express concepts of quality.

## Revision

birthdays and people's ages

times, months, and days of the week

‘aere rā                      farewell, goodbye (to someone who is going)

e no‘o rā                    farewell, goodbye (to someone who is staying)

## Language Targets

‘Aere mai!	Welcome! (Come here!)
mataora	cheerful, happy, entertaining
mānea	attractive, appealing, beautiful
reka	like, enjoy
rekareka	happy, pleased, excited
‘īmene	songs, hymns, sing
‘ura	dance
‘apinga aro‘a	gift
kai	food

umukai	feast
tūoro	call, shout of welcome
pupu tārekareka	group of entertainers
pupu ‘ura	dance group
tangata rutu pa‘ū	drummer
maeva nui	festival
tāmataora	performance, entertainment
‘ei katu	head ‘ei
‘ei kaki	necklace ‘ei (garland)

## Language Structures

‘Aere mai ki tā mātou tāmataora!	Welcome to our performance!
Tēia tō‘ou no‘o‘anga.	Here is your seat.
Tēia tō‘ou ‘ei katu.	Here is an ‘ei for you. (Here is your ‘ei.)

## Cultural Aspects

The DVD shows many aspects of a Cook Islands party, including music, gifts, and ‘ei *katu*, in the relatively informal context of a birthday party. The DVD also shows an umu being used to prepare food. This umu is a modern variety used by a Cook Islands hotel. Note that the food here is in baskets, although traditionally food was wrapped in banana leaves.

If a special group is being welcomed, then it’s done in a formal fashion, with a traditional chant. For formal occasions, one of the older men does the traditional chant.

If we have to welcome people for rare occasions, such as a dedication ceremony of the *pa‘u* or set of drums, then the names of the main guests, including those who are not there but who were invited, are announced.

On a less formal occasion, we start off with *kia orāna*, or with a hymn and a prayer.

A lot of the history of the Islands is wrapped up in stories, chants, and songs. In fact, singing is so much a part of our being that it would almost be as if something was missing if there was no song included when a story or legend is being told.

In the old days, the *uapou* was a training ground for debaters and composers. Today, a more competitive element has crept into the *uapou*. It seems as though people give of their best when they’re encouraged in an enthusiastic way, especially when the event involves several islands or villages. It’s a kind of celebrating, participating competition. While we might say, “We won! We’re better!”, in the end, the important thing is that people took part, that they made an attempt to compose for the occasion. If your village was the only one that didn’t compose, how shameful that would be! It’s to do with mana and status.

Cook Islands dancing reflects the environment. The movements convey the message of the lyrics. Different islands have distinct movements. You can pick out which island people come from by the movements they make. This can cause a lot of merriment.

When everybody is up and dancing away, suddenly someone will do something special with their hips, and everybody will laugh. It's the surprise element.

Music and dancing are an integral part of Cook Islands events. Cook Islanders don't just listen to records or watch a dancer perform. Invariably, they are active participants.

This feeling for music, for rhythm, comes about from mothers singing to their children right from when they are babes in arms. Children also pick it up from those around them. A group may be chatting away and then somebody will start singing, and they'll all join in. Then the conversation will pick up again. A bit later, somebody else will start singing and away they'll go again. The kids are encouraged to join in and to get up and dance.

Cook Islanders appreciate humour; they like their clowns. But clowns have to be really funny for other people to appreciate the humour, especially if they are someone in authority. But such people will act as clowns – like two male church elders doing an *'ura* together, one taking the part of a woman. They don't mind being comical, though normally they have to be very dignified. Everyone loves it when they perform.

### ***Tere parties***

The aim of a Cook Islands *tere* party is to present a concert, at one or more venues away from their home village, in order to raise funds for a particular project in the home village – for example, building a church or a community hall or buying equipment for a band. The *tere* party plans and rehearses a programme, which will include traditional and contemporary Cook Islands items, to entertain the Cook Islands Māori communities who will be their hosts and their audiences.

Cook Islands dancers express themselves through graceful, flowing movements. The regular swaying of the hips, sometimes very fast, demonstrates the dancer's skill and poise as they follow the various beats of the *pātē* (a Cook Islands drum).

The audience responds with enjoyment and participation, dancing and swaying their hips, laughing, singing, calling out, and making donations. The family members of a particular performer often shower that performer with money to show their pride in their relative. This money may be kept by the individual or used for the fundraising purpose, depending on the arrangements that have been made.

*Tere* party trips can provide excellent opportunities for family members in different places to reunite. This is very important to people whose families have moved to different parts of the world, because it enables them to catch up with their loved ones and to maintain family connections and traditions.

### ***Party food: the umu***

In pre-European times, the most common way to cook food in the Cook Islands was the *umu*.

Like a New Zealand *hāngi*, the *umu* is an underground oven that cooks the food slowly, using hot rocks and steam. Now they are used more for special occasions such as birthdays, weddings, and hair-cutting ceremonies.

Early in the day a fire is lit in a big hole in the ground. Rocks are placed among coals or wood before the fire is lit (the rocks have to be the right kind). The fire is left for a few hours to burn down to glowing embers.

Meanwhile the food is prepared. Taro, kumara, and breadfruit are washed or peeled and wrapped in banana leaves, along with seasoned whole chickens, fish, and joints of pork.

When the flames have died down, strips of banana tree trunk are laid over the coals or wood to diffuse the heat, and the *kai* (food) is lowered into the pit. More palm leaves cover the food, then mats and finally soil. The umu is complete. Now it's left to steam away for several hours.

### ***Resources***

Teachers may like to use:

- supplementary material on Cook Islands celebrations, for example, DVDs from Rarotonga of the constitutional celebrations held in the first week of August each year;
- *Kātini* (Tupu book with pictures and teachers' notes on *tere* party performances);
- *Isabelle's Wedding* picture pack and notes (with descriptions and pictures of dancing).

### **Teachers' Notes**

This unit is about getting the feel of Cook Islands celebrations more than learning specific language.

# UNIT 8: LESSON A

8A

## LEARNING OUTCOMES

The students will:

- view and discuss some Cook Islands celebrations and choose a cultural celebration to find out about;
- begin to plan a presentation about a Cook Islands cultural celebration.

## RESOURCES

- Unit 8 and Unit 3 DVD and transcripts
- Unit 8 Audio CD and transcript
- *‘E Au ‘Īmene Kūki ‘Airani nō Tātou i Aotearoa nei: Cook Islands Songs* (Ministry of Education, 2002)
- OHT 2 from lesson 1C: “Kia Orana”
- Supplementary Material: Having a good time
- *Kātini* (Tupu book and teachers notes; includes notes on *tere* party performances)
- *Isabelle’s Wedding* picture pack and notes.

## LESSON OUTLINE

### **Introduction**

Share the learning outcomes for this lesson: the students will view and discuss a Cook Islands birthday celebration, choose a cultural celebration to find out about, and begin planning their presentation.

### **Learning Activities**

1. In groups, the students can discuss any celebrations that they have attended or participated in, including birthday parties. Encourage the students to discuss the things that happen during a celebration, why these things happen, who is involved, and the reasons for celebrations. Refer back to the hair-cutting ceremony shown on the Unit 3 DVD.
2. Have the groups share their ideas with the class. On the whiteboard, list the kinds of cultural celebrations the students have identified, for example, welcomes, birthdays, weddings, graduations, reunions. As a class, discuss what happens during each kind of celebration and how they may vary in different cultures.
3. Show the DVD, compare Pere’s birthday celebration with Huripapa’s in Unit 3, and discuss what common features they share.
4. Read the 8A Supplementary material together.

5. Play celebration music on the CD, including the welcome song “Kia Orāna” (track 8). Put up OHT 2 from lesson 1C with the words of “Kia Orāna” and have the students join in and sing along with the CD.
6. The students move into groups and choose a specific kind of Cook Islands celebration to find out about and describe to the class. Each group needs to choose a different celebration – for example, a welcome, a hair-cutting ceremony, a church opening. When each group has chosen, they can begin planning to gather information about their celebration, organise it effectively for the audience, and present it – and have fun in the process!
7. As a class, brainstorm likely sources of information on Cook Islands celebrations. These could include commercial and family videos, Ministry of Education resources including Tupu books and the *School Journal*, local Cook Islands people, the school library, the Internet, and even travel agents.
8. Each group of students can now begin planning to gather their information, perhaps organising it using 4Ws and an H – When? Who? Where? What? and How? Different students could follow up the different questions.

### **Homework**

Each student could volunteer to bring particular information about their group’s celebration to the next lesson.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today my group:

- chose a cultural celebration to find out about some ways that Cook Islands people celebrate;
- began to plan our presentation about a Cook Islands cultural celebration.

# SUPPLEMENTARY MATERIAL:

## HAVING A GOOD TIME

8A

### ***Dancing***

Cook Islands dancers express themselves through graceful, flowing movements. They avoid showing the palms of their hands. The regular swaying of the hips, sometimes very fast, demonstrates the dancers' skill and poise as they follow the various beats of the *pātē* (a Cook Islands drum).

### ***Tere parties***

The aim of a Cook Islands *tere* party is to present a concert, at one or more venues away from their home village, in order to raise funds for a particular project in the home village – for example, building a church or a community hall or buying equipment for a band. The *tere* party plans and rehearses a programme, which will include traditional and contemporary Cook Islands items, to entertain the Cook Islands Māori communities who will be their hosts and their audiences.

The audience responds with enjoyment and participation, dancing and swaying their hips, laughing, singing, calling out, and making donations. The family members of a particular performer often shower that performer with money to show their pride in their relative. This money may be kept by the individual or used for the fundraising purpose, depending on the arrangements that have been made.

*Tere* party trips can provide excellent opportunities for family members in different places to reunite. This is very important to people whose families have moved to different parts of the world, because it enables them to catch up with their loved ones and to maintain family connections and traditions.

### ***Party food: the umu***

In pre-European times, the most common way to cook food in the Cook Islands was the umu.

Like a New Zealand hāngi, the umu is an underground oven that cooks the food slowly, using hot rocks and steam. Now they are used more for special occasions such as birthdays, weddings, and hair-cutting ceremonies.

Early in the day a fire is lit in a big hole in the ground. Rocks are placed among coals or wood before the fire is lit (the rocks have to be the right kind). The fire is left for a few hours to burn down to glowing embers.

Meanwhile the food is prepared. Taro, kumara, and breadfruit are washed or peeled and wrapped in banana leaves, along with seasoned whole chickens, fish, and joints of pork.

When the flames have died down, strips of banana tree trunk are laid over the coals or wood to diffuse the heat, and the *kai* (food) is lowered into the pit. More palm leaves cover the food, then mats and finally soil. The umu is complete. Now it's left to steam away for several hours.



# UNIT 8: LESSON B

8B

## LEARNING OUTCOMES

The students will:

- work in groups to gather information about a specific Cook Islands celebration;
- plan their presentation for the next lesson.

## RESOURCES

- Unit 8 DVD and transcript
- Unit 8 Audio CD and transcript
- OHT 1: Language for presentations
- *‘E Au ‘Īmene Kūki ‘Airani nō Tātou i Aotearoa nei: Cook Islands Songs* (Ministry of Education, 2002)
- *Isabelle’s wedding* picture pack and notes.

## LESSON OUTLINE

### ***Introduction and Revision***

Review lesson A by going over what the class now knows about Cook Islands celebrations in general. Share the learning outcomes for this lesson: the students will work in groups to gather information about a specific Cook Islands celebration, such as a wedding, a birthday, or Cook Islands Day. Discuss ways of organising the information, for example, about food, entertainment, clothes, speeches ...

### ***Learning Activities***

1. In their groups, the students can work to synthesise the information each student gathered as homework, to note any gaps in their material, and to plan to fill those gaps.
2. The students should now begin to plan their actual presentation, which could be a poster and talk, a mini-play, a computer-assisted presentation, a role play based on the DVD, or whatever they think would best convey the feeling of their celebration (and key information about it) in the time available.
3. Give each group an opportunity to review parts of the DVD that are relevant to their research. Revisit Huripapa’s hair-cutting ceremony in unit 3 as well as Pere’s birthday party and the part about preparing an umu in unit 8. Suggest that they observe the way people are behaving, the clothing they are wearing, and the food they are eating. Ask the students to notice any speeches, when they are given, and whom the speaker seems to be addressing.

4. Put up OHT 1 and listen to the audio CD (track 40). Suggest that the students consider including some of this language in their presentations, as appropriate. (In this lesson, though, it's not important that all the students learn all the language – they should select the language that they want to use.)
5. In their groups, the students should continue with their research and plan their presentations, so that these are ready for the next lesson.

### ***Homework***

Each student could prepare part of any support material needed for their group's celebration at the next lesson, or arrange to take part in any rehearsals needed.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today my group:

- put together our information about a specific Cook Islands celebration;
- finished planning our presentation.

# OHT 1: Language for presentations

8B

‘Aere mai!	Welcome! (Come here!)
mataora	cheerful, happy, entertaining
mānea	attractive, appealing, beautiful
reka	like, enjoy
rekareka	happy, pleased, excited
‘imene	song, hymn, sing
‘ura	dance
‘apinga aro‘a	gift
kai	food
umukai	feast
tūoro	call, shout of welcome
pupu tārekareka	group of entertainers
pupu ‘ura	dance group
tangata rutu pa‘ū	drummer
maeva nui	festival
tāmataora	performance, entertainment
‘ei katu	head ‘ei
‘ei kaki	necklace ‘ei (garland)

‘Aere mai ki tā mātou tāmataora!	Welcome to our performance!
Tēia tō‘ou no‘o‘anga.	Here is your seat.
Tēia tō‘ou ‘ei katu.	Here is an ‘ei for you.

# UNIT 8: LESSON C

8C

## LEARNING OUTCOMES

The students will:

- work as part of a group to present a particular kind of Cook Islands celebration;
- give constructive feedback on other groups' presentations.

## RESOURCES

- 'E Au 'Imene Kūki 'Airani nō Tātou i Aotearoa nei: *Cook Islands Songs* (Ministry of Education, 2002)
- Feedback form
- Food, costumes, etc, as appropriate (students to bring).

## LESSON OUTLINE

### **Introduction**

Review lesson B by revisiting the kind of celebration that each group will cover. Share the learning outcomes for this lesson: the students will work in groups to present information about a specific kind of Cook Islands Māori celebration and will give constructive feedback on other groups' presentations. Agree on criteria for the feedback, for example, did the presentation tell the audience when the celebration takes place, who is involved, and what happens? Did the presentation give the audience the feel of the celebration?

### **Learning Activities**

The sequence of this lesson will vary depending on how each group chooses to present its material.

After the presentations, the students give each other oral or written feedback, perhaps using the Feedback form, on their performances. You may know a Cook Islands Māori speaker who could provide formulaic feedback phrases in the language.

Each group could use this feedback to reflect on their own presentation and to note things that were very effective and things that they could do to improve a presentation next time.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to work as part of a group to present a particular kind of Cook Islands celebration;
- to give constructive feedback on other groups' presentations.

# FEEDBACK FORM

8C

To give feedback, complete the following sentences. Add more statements to give feedback on any other criteria you agreed on for evaluating your performances.

I enjoyed this presentation because ...

This presentation was interesting because ...

I learned the following things about this Cook Islands celebration ...

I would like to know more about ...

Something that really gave me the feel of this celebration was ...

# AUDIO TRANSCRIPT UNIT 8

8

## *Track 40 Vocabulary and Dialogue for Unit 8*

‘Aere mai!

mataora

mānea

reka

rekareka

‘imene

‘ura

‘apinga aro‘a

kai

umukai

tūoro

pupu tārekareka

pupu ‘ura

tangata rutu pa‘ū

maeva nui

tāmataora

‘ei katu

‘ei kakī

‘Aere mai ki tā mātou tāmataora!

Tēia tō‘ou no‘o‘anga.

Tēia tō‘ou ‘ei katu.

# DVD STORY TRANSCRIPT UNIT 8

8

## SCENE 11

INA

How old is Pere today?

Eia o Pere mataiti i teia ra?

MOEROA

He is fifteen today. How old are you, Ina?

E tai ngauru ma rima a ia i teia ra. Eia ouu, e Ina?

INA

I'm thirteen but will be fourteen in March.

E ta'i ngauru ma toru, inara ka ta'i ngauru ma 'ā au, i roto ia Mati.

TEARIKI

My birthday is in September.

Toku ra anauanga tei roto te reira ia Tepetema.

TUTERU

My birthday is in April. I will be eighteen.

Tei roto ia Aperira toku ra anauanga. Ka ta'i ngauru ma varu i reira oku mataiti.

INA

What will Pere's birthday be like?

Ka akapeea ra te ra anauanga o Pere?

MOEROA

There will be lots of food.

Ka maata te kai.

TEARIKI

There will be lots of fun.

Ka mataora.

TUTERU

There will be lots of family!

Maata te kopu tangata!

## SCENE 12

*Pere is greeting his friends and relatives outside in the garden.*

PERE

Hi Ina, hi Teariki, hi Tuteru, hi Moeroa. Thanks for coming to my birthday. Welcome Ina, it's your party too!

Kia orana e Teariki, kia orana e Ina, kia orana e Moeroa, kia orana e Tuteru. Meitaki no tei aere mai ki toku ra anauanga. Aere mai e Ina, noou katoa teia pati!

INA

Happy birthday, Pere.

Kia mataora toou ra anauanga, e Pere.

PERE

Thanks.

Meitaki.

TEARIKI

Happy birthday, Pere.

Kia mataora toou ra anauanga, e Pere.

TUTERU

Yes, happy birthday.

Ae, kia mataora.

MOEROA

Happy birthday, fifteen-year-old.

Kia mataora toou ra anauanga e ta'i ngauru ma rima mataiti.

TEARIKI

You are really old!

Ae pakari rai koe!

*The children meet others, and are introduced to Pere's relatives.*

MAKATEA

Hello, I am Pere's Uncle Makatea.

Kia orana, ko Papa Makatea au, Ko te metua tane kopu tangata o Pere.

PERE

Ina, this is Makatea, he plays the guitar really well.

E Ina, ko Makatea teia, e reka tikai tana akatangi kita.

INA

Hello Makatea, nice to meet you.

Kia orana e Makatea, mataora i te aravei ia koe.

MAKATEA

Hello Ina, welcome.

Kia orana Ina, aere mai.

PERE

Are you going to play the guitar for us?

Ka akatangi mai koe te kita kia matou?

MAKATEA

Maybe, after the food.

Penei kia oti te kaikai.

# Unit 9: Kai (Food)

9

## Theme

Food

## Learning Outcomes

By the end of this unit, students will be able to:

- recognise and say the names of some fruits and vegetables;
- say the names of some other common foods and some drinks;
- ask for food or drink politely;
- ask what foods other people like;
- say what foods they themselves like;
- say what foods they dislike.

## Curriculum Links

- 2.6 describe food, drinks, and meals;
- 2.2 offer, accept, refuse, and deny things;
- 1.10 simply express their wants and needs and briefly state their likes and dislikes;
- 1.12 use language and positioning to show respect, eg., by saying please, thank you, excuse me, I'm sorry.

## Revision

‘āe	yes
reka	like
meitaki (ma‘ata)	thank you (very much)
‘ōmai ana ...	please give me ...

## Language Targets

‘inangaro	want	meika pī	green banana
kai	food	‘ara painapa	pineapple
vai	water, drink	vī	mango
kakī vai	thirsty	vine	grape
pongi	hungry	taro	taro
‘ānani	orange (the fruit)	kāpati	cabbage
‘āpara	apple	‘ōniāni	onion
meika para	ripe banana	tārāti	lettuce



tōmāti	tomato
pī	bean, pea
kūmara	kumara
moa	chicken
ika	fish
pata	butter
varāoa	bread
tiāmu	jam
ū	milk
tuka	sugar
kaope	coffee
tī	tea

## Language Structures

‘E reka ana au ...

Kāre au e reka ana ...

‘E kakī vai au.

‘E pongi au.

Ka ‘inangaro koe i tēta’i vai?

Kāre au e ‘inangaro i tēta’i vai.

Ka ‘inangaro koe i tēta’i kai?

‘Āe, ka ‘inangaro au i tēta’i kai.

‘Āe, ka ‘inangaro au i tēta’i varāoa.

‘Ōmai i te varāoa ‘e te pata, ‘inē?

Ka ‘inangaro koe i tēta’i kūmara?

‘Āe, e pongi (tikāi) au!

‘Āe, e kakī vai (tikāi) au!

Kāre.

‘Ea’a tā’au kai reka?

‘E reka ana koe i te ‘āpara?

‘E reka ana au i te ‘āpara.

‘E reka ana koe i te ‘ōniāni?

Kāre au ‘e reka ana i te ‘ōniāni.

I like ...

I don’t like ...

I’m thirsty.

I’m hungry.

Do you want some water?

No, I don’t want any water.

Do you want some food?

Yes, I want some food.

Yes, I would like some bread.

Pass me the bread and butter, please.

Would you like some kumara?

Yes, I’m (really) hungry!

Yes, I’m (really) thirsty!

No, thanks.

What food do you like?

Do you like apples?

I like apples.

Do you like onions?

I don’t like onions.

## Cultural Aspects

Many Cook Islands customs centre around sharing food, whether it is an evening meal with the household family or a celebration involving hundreds of people.

Traditionally, food was cooked in an earth oven or *umu*. To make an *umu*, a pit is dug and a fire is lit at the bottom of the pit. Stones are piled into the pit and heated in the fire. When the stones are hot, the embers are removed. The wrapped food is placed on the hot stones and covered over with leaves or sacks and then with earth, so that the food is steamed. Traditionally, the food was wrapped in leaves, but today foil is used, and sheets of corrugated iron and heavy paper are used to cover the *umu* over. (See also unit 8.)

The organising of large family functions or *umukai* requires meetings of senior members of the *kōpū tangata*. Friends will offer to provide particular food items, and accommodation for visitors. Usually the bulk of the food is prepared and cooked in a large *umu* in the back yard. Menfolk work together with much loud talk, storytelling, and friendly teasing, so the whole occasion is one of sharing and enjoying each other's company.

Everyone in the network takes part in preparing for a special occasion such as a birthday – grandparents, other relatives, friends. All they've got to know is what day, what time, and where.

Many families in the Cook Islands have garden plots. Popular root vegetables grown are the taro, kumara, and yam. One of these vegetables is always included in the menu. People also enjoy eating taro leaves, lettuces, peas, and beans, capsicums, and Chinese cabbages ... Growers take their vegetables into the shop to sell, or export them to Rarotonga and New Zealand. There is an abundance of luscious tropical fruits. These include oranges, pawpaw, coconuts, pineapples, bananas, avocados, mangoes, and many other fruits not seen in New Zealand, such as the custard apple. People prefer eating fruit fresh. Anyone is welcome to pick the ripe mangoes off wild trees.

Many Cook Islands people think the best way of eating fish is *ika mata* – the freshly caught fish is cut up into thick chunks and eaten with lemon juice and *tai* (coconut cream). Fish may also be cut up into very small pieces, and marinated with lemon juice and a little vinegar. Finely chopped onions, tomatoes, and *tai* mixed together are then added. *Nu* (coconut water) is used as a refreshing drink. The white flesh of the matured nut is grated, then squeezed for the juice to make the coconut sauce. This sauce is always a part of the main meal.

Other foods, including *'eke* (octopus), *māniota ōro* (arrowroot bread), *pā'ua* (clams), *maroro* (flying fish), and *rimu* (an edible seaweed) are described on the DVD.

### *Cook Islands recipes*

#### *Poke*

To make *poke*, overripe bananas are cooked and mashed with arrowroot powder. The mixture is then baked. When cooked, it is cut into sections and served in cooked coconut cream.

#### *Rūkou*

To make *rūkou*, soft young taro leaves and onions are cut up and boiled together with water and salt. When the mixture is boiling, tinned corned beef and coconut cream are added.

## Teachers' Notes

Re “a” and “o” categories (refer back to Unit 2). Foods are in the “a” category.

### *I want/I like*

The word *reka* is the habitual “like”. *Inangaro* has the connotation of an immediate need or desire. So, for example,

*Ka inangaro koe i tēta'i kūmara?* means “Would you (right now) like some kumara?”, but *‘E reka ana koe i te āpara?* means “Do you (always) like apples?”

### *Short answers*

In this resource, students learn to answer in full sentences. However, in real life, people often give short answers using only one or two words, for example, *Kāre au*.

### *The term for “pineapple”*

This resource uses the authentic term *‘ara*, which includes other fruit as well as pineapple, along with the transliteration *painapa*.

# UNIT 9: LESSON A

9A

## LEARNING OUTCOMES

The students will learn to:

- recognise and say the names of some foods, including fruits and vegetables.

## RESOURCES

- Unit 9 DVD and transcript
- Unit 9 Audio CD and transcript
- OHT 1: Foods
- Resource sheets A and B: Food cards
- OHT 2: Food pictures
- Worksheet 1: What is it?
- *Rūkou nō te rā 'Ānau'anga* Tupu book and teachers' notes.

## LESSON OUTLINE

### *Introduction and Revision*

Discuss the students' presentations, drawing their attention to the role played by food at the celebrations they described.

Share the learning outcomes for this lesson: the students will learn to say the words for some foods, including some fruits and vegetables.

### *Learning Activities*

1. Show the DVD. Discuss what foods the students see and ask whether they can hear any words for the foods.
2. Listen to the CD (track 42) and have the students say aloud the words for the foods on OHT 1.
3. Give the students copies of resource sheets A and B, and ask them to colour and then cut out the picture of each food. When all the students have done this, begin calling out the names of each food (in random order) and the students hold up the appropriate pictures. This could get faster and faster!
4. Have the students form four teams. Explain that you are going to play a game identifying fruits and vegetables. Put up OHT 2 and point to a picture. The student at the front of each team says the word that matches the picture. The students must use the correct word and pronounce it correctly to receive one point. Keep score on the whiteboard.

5. Pair activity – the students put up a book or some other divider between their desks so they can't see each other's desks. Student A selects five pictures of different foods and lays them out flat on their desk. Student B says the name of a food. If student A has that one on their desk they say “‘āe/yes”. Student B then puts their picture of that food out flat on their desk. The game carries on until student B believes they have all 5 of the foods that student A selected. The divider between their desks is taken down and the students compare their pictures.
6. Have the students complete the matching task on the worksheet.
7. Have the students get into pairs. They could then write a shopping list for each other, and then go get those food items (plastic ones or pictures).

### ***Extension activity***

Read *Rūkou nō te rā 'Ānau'anga* and talk about the different uses of taro.

### ***Evaluation***

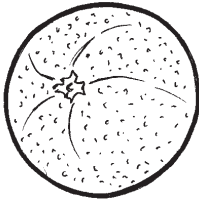
Have the students fill in checklists similar to the model below.

Today I learned:

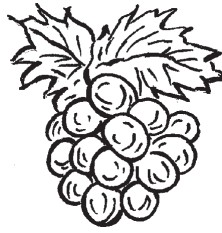
- to recognise and say the names of some foods, including fruits and vegetables.

# OHT 1: Foods

9A



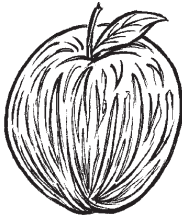
‘ānani



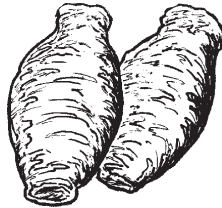
vine



tōmāti



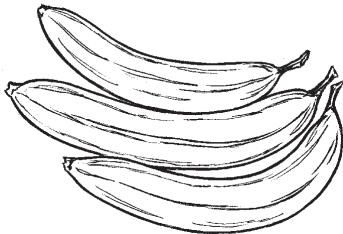
‘āpara



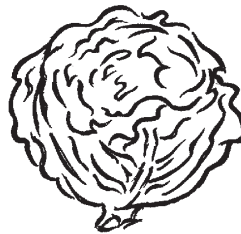
taro



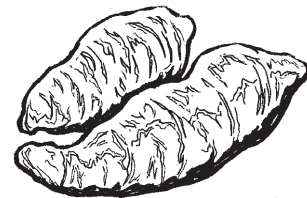
pī



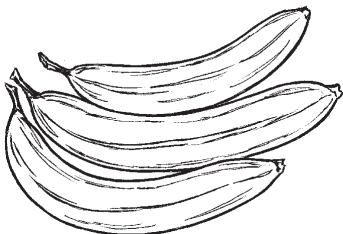
meika para



kāpati



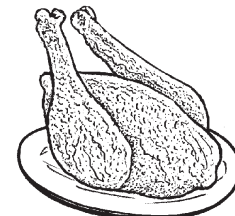
kūmara



meika pī



‘ōniāni



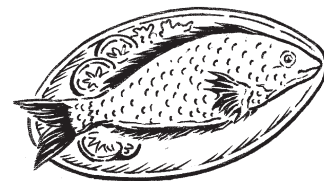
moa



‘ara painapa



tārāti



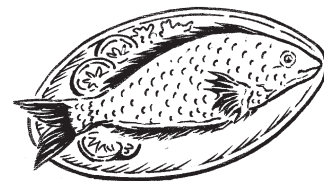
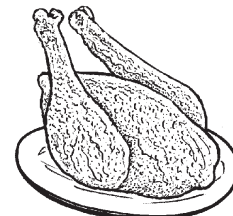
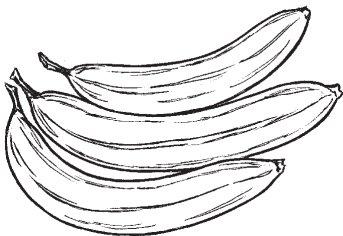
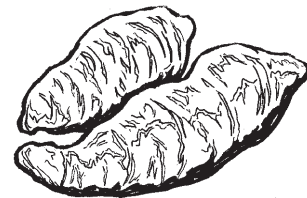
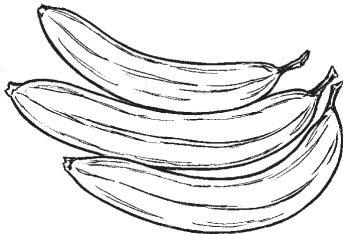
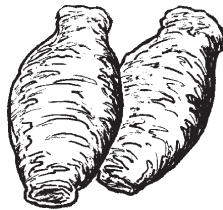
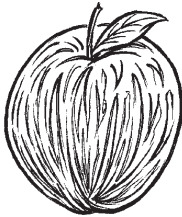
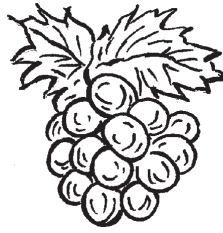
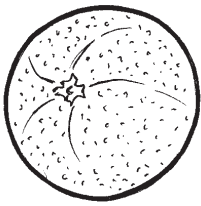
ika



vī

## OHT 2: Food pictures

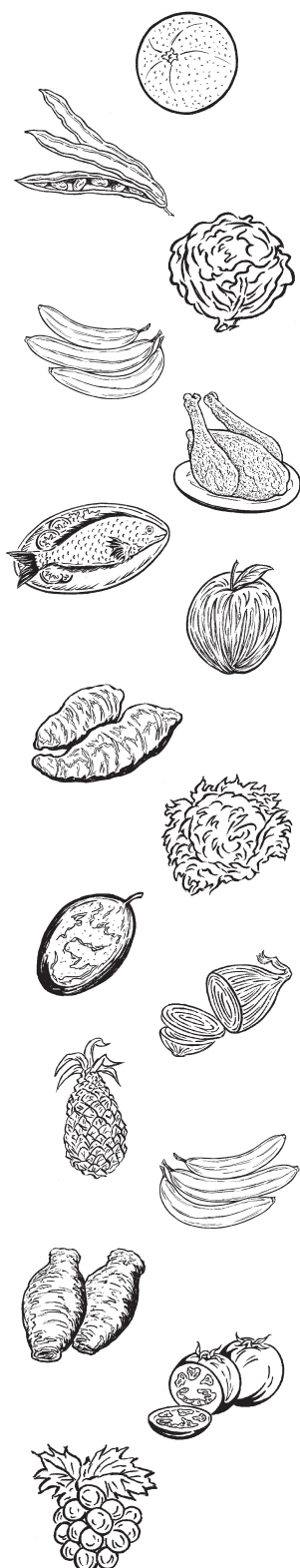
9A



# WORKSHEET 1: WHAT IS IT?

9A

- Draw lines to match each picture to the correct word in Cook Islands Māori.



‘ōniāni

kūmara

taro

‘ara painapa

meika pī

‘ānani

vine

tōmāti

kāpati

‘āpara

tārāti

meika para

moa

ika

pī

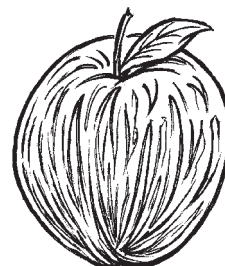
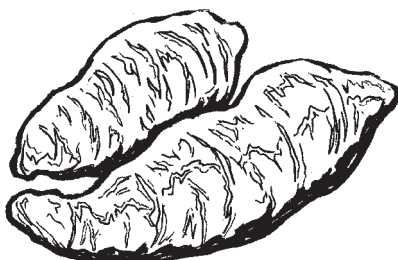
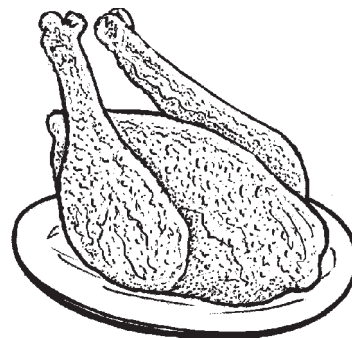
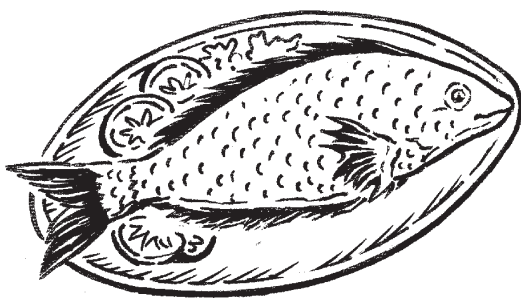
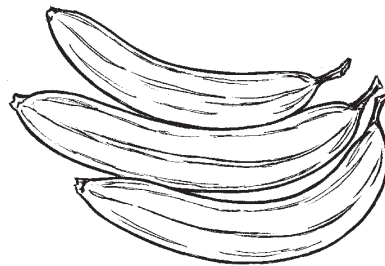
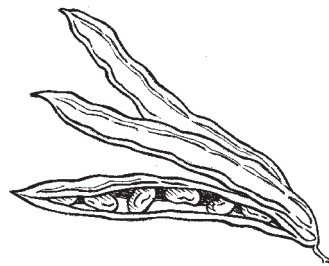
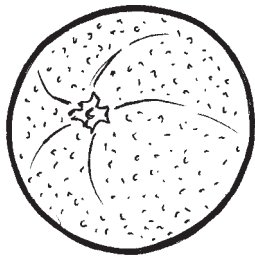
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# RESOURCE SHEET A: FOOD CARDS

9A

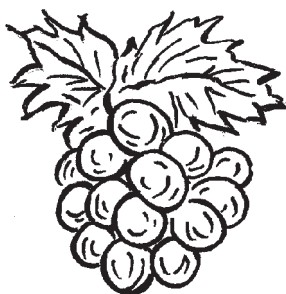
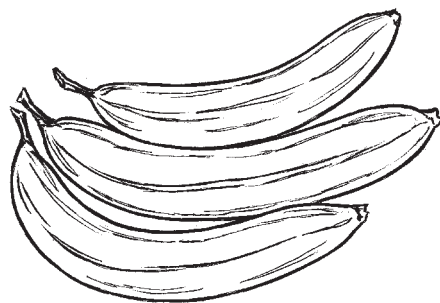
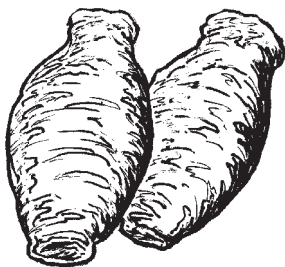
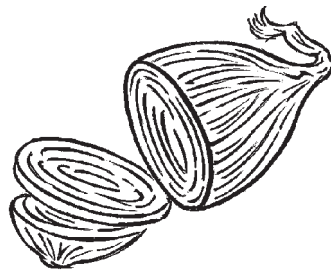
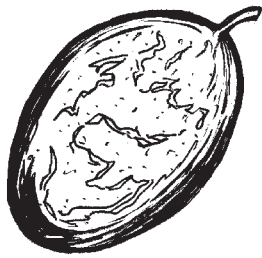
- Photocopy the pictures of the foods and distribute them to the class. Ask them to colour them in and cut them out as cards.



# RESOURCE SHEET B: FOOD CARDS

9A

- Photocopy the pictures of the foods and distribute them to the class. Ask them to colour them in and cut them out as cards.



# UNIT 9: LESSON B

9B

## LEARNING OUTCOMES

The students will learn to:

- say the names of some common foods and drinks;
- ask for food or drink politely at the table.

## RESOURCES

- Unit 9 DVD and transcript
- Unit 9 Audio CD and transcript
- OHT 1: Foods and drinks
- OHT 2: Table talk.

## LESSON OUTLINE

### *Introduction*

Revise Lesson A by having students brainstorm the names of some foods. Share the learning outcomes for this lesson: the students will learn to say the names of some more foods and to ask for something at the table politely.

### *Learning Activities*

1. Show the DVD. Ask the students to note down the names of as many different foods as they can.
2. Introduce and practise the names for some new foods, using track 43 of the CD and OHT 1:

pata	butter
varāoa	bread
tiāmu	jam
ū	milk
tuka	sugar
kaope	coffee
tī	tea

3. Use the CD (track 44) and OHT 2 to demonstrate the following sentence structures:

Ka 'inangaro koe i tēta'i vai?	Do you want some water?
Kāre au e 'inangaro i tēta'i vai.	No, I don't want any water.
Ka 'inangaro koe i tēta'i kai?	Do you want some food?
'Āe, ka 'inangaro au i tēta'i kai.	Yes, I want some food.

‘Āe, ka ‘inangaro au i tēta’i varāoa.	Yes, I would like some bread.
‘Ōmai i te varāoa ‘e te pata, ‘inē?	Pass me the bread and butter, please.
Ka ‘inangaro koe i tēta’i kūmara?	Would you like some kumara?
‘Āe, e pongi (tikāi) au!	Yes, I’m (really) hungry!
‘Āe, e kaki vai (tikāi) au!	Yes, I’m (really) thirsty!
Kāre.	No, thanks.

4. Ask the students to practise saying these phrases with a partner, using words for other foods that they know.
5. Watch the section on the DVD where the studio team offer each other food and drink. The students could then work in groups to prepare their own “family at table” role play to be presented at the next lesson, using their cut-out food from Lesson 9A as props. They could use their Cook Islands Māori names and/or take on the roles of family members – mother, father, older brother, younger sister, and so on.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

**Today I learned:**

- to say the names of some common foods and drinks;
- to ask for food or drink politely at the table.

# OHT 1: Foods and drinks

9B

pata                      butter

varāoa                      bread

tiāmu                      jam

ū                      milk

tuka                      sugar

kaope                      coffee

tī                      tea

## OHT 2: Table talk

9B

Ka 'inangaro koe i tēta'i vai?

Do you want some water?

Kāre au e 'inangaro i tēta'i vai.

No, I don't want any water.

Ka 'inangaro koe i tēta'i kai?

Do you want some food?

'Āe, ka 'inangaro au i tēta'i kai.

Yes, I want some food.

'Āe, ka 'inangaro au i tēta'i varāoa.

Yes, I would like some bread.

'Ōmai i te varāoa 'e te pata, 'inē?

Pass me the bread and butter, please.

Ka 'inangaro koe i tēta'i kūmara?

Would you like some kumara?

'Āe, e pongi (tikāi) au!

Yes, I'm (really) hungry!

'Āe, e kakī vai (tikāi) au!

Yes, I'm (really) thirsty!

Kāre.

No, thanks.

# UNIT 9: LESSON C

9C

## LEARNING OUTCOMES

The students will learn to:

- ask what foods other people like;
- say what foods they themselves like;
- say what foods they dislike.

## RESOURCES

- Unit 9 DVD and transcript
- Unit 9 Audio CD and transcript
- OHT 1: What foods do you like?
- Worksheet 1: What foods do they like?
- CD – *Kiwi Kidsongs* 5.

## LESSON OUTLINE

### *Introduction and Revision*

Revise lesson B by having the students perform the role plays they planned in the previous lesson.

Share the learning outcomes for this lesson: the students will learn to ask and say what foods they like and what foods they dislike.

### *Learning Activities*

1. Show the DVD. As a class, discuss the foods that the people in the DVD (both those in the Cook Islands and those in the studio team) like or dislike.
2. Listen to the following sentence structures on the CD (track 45) and practise them using OHT 1. Students can say what foods they like and dislike.

‘Ea’a tā’au kai reka?	What food do you like?
‘E reka ana koe i te ‘āpara?	Do you like apples?
‘E reka ana au i te ‘āpara.	I like apples.
‘E reka ana koe i te ‘ōniāni?	Do you like onions?
Kāre au ‘e reka ana i te ‘ōniāni.	I don’t like onions.

3. Encourage the students to practise these sentence structures, using other words from the food list, for example:

‘Ea‘a tā‘au kai reka?                      What food do you like?

‘E reka ana koe i te moa?                  Do you like chicken?

‘E reka ana au i te moa.                    I like chicken.

‘E reka ana koe i te ika?                  Do you like fish?

Kāre au ‘e reka ana i te ika.              I don’t like fish.

4. Listen to the DVD, where different members of the studio team say what foods they like and don’t like. The students use Worksheet 1 to match the characters to the foods they like.
5. Ask the students to write phrases, based on structures in activities 2 and 3 above, that identify the foods they like and the foods they dislike.

### **Extension Activity**

Learn the contemporary Cook Islands song “Tōtiti, Chop-chop” (in *Kiwi Kidsongs* 5). This is a fun song about cooking on a barbecue.

### **Homework**

Try making a dish using a traditional Cook Islands recipe and bring it to class to share next time.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- how to ask what foods people like;
- how to say what foods I like;
- how to say what foods I dislike.



# OHT 1: What foods do you like?

9C

‘Ea‘a tā‘au kai reka?

What food do you like?

‘E reka ana koe i te ‘āpara?

Do you like apples?

‘E reka ana au i te ‘āpara.

I like apples.

‘E reka ana au i te \_\_\_\_\_.

I like \_\_\_\_\_.

‘E reka ana koe i te ‘ōniāni?

Do you like onions?

Kāre au ‘e reka ana i te ‘ōniāni.

I don't like onions.

Kāre au ‘e reka ana i te \_\_\_\_\_.

I don't like \_\_\_\_\_.

# WORKSHEET 1: WHAT FOODS DO THEY LIKE?

9C



- Listen to and watch the DVD.



- Match each person to the foods that they like

## Names

Sarai

Tamati

Kiwa

Meghan

## Foods

moa

‘āpara

tōmāti

varāoa ‘e te pata

# AUDIO TRANSCRIPT UNIT 9

9

## *Track 41 Vocabulary for Unit 9*

‘inangaro  
kai  
vai  
kakī vai  
pongi  
‘ānani  
‘āpara  
meika para  
meika pī  
‘ara painapa  
vī  
vine  
taro  
kāpati  
‘ōniāni  
tārāti  
tōmāti  
pī  
kūmara  
moa  
ika  
pata  
varāoa  
tiāmu  
ū  
tuka  
kaope  
tī

## *Track 42 Vocabulary for Lesson 9A*

‘ānani  
‘āpara  
meika para  
meika pī  
‘ara painapa  
vī  
vine  
taro  
kāpati  
‘ōniāni

tārāti  
tōmāti  
pī  
kūmara  
moa  
ika

## *Track 43 Vocabulary for Lesson 9B*

pata  
varāoa  
tiāmu  
ū  
tuka  
kaope  
tī

## *Track 44 Dialogue: Asking for Food And Drink*

Ka ‘inangaro koe i tēta‘i vai?  
Kāre au e ‘inangaro i tēta‘i vai.  
Ka ‘inangaro koe i tēta‘i kai?  
‘Āe, ka ‘inangaro au i tēta‘i kai. Ka ‘inangaro au i tēta‘i varāoa. ‘Ōmai i te varāoa ‘e te pata, ‘inē?  
Ka ‘inangaro koe i tēta‘i kūmara?  
‘Āe, e pongi tikai au! Ka ‘inangaro koe i tēta‘i vai?  
‘Āe, e kakī vai au!  
Ka ‘inangaro koe i tēta‘i kūmara?  
Kāre.

## *Track 45 Dialogue: Foods We Like and Dislike*

‘Ea‘a tā‘au kai reka? ‘E reka ana koe i te ‘āpara?  
‘E reka ana au i te ‘āpara.  
‘E reka ana koe i te ‘ōniāni?  
Kāre au ‘e reka ana i te ‘ōniāni.  
‘Ea‘a tā‘au kai reka?  
‘E reka ana koe i te moa?  
‘E reka ana au i te moa.  
‘E reka ana koe i te ika?  
Kāre au ‘e reka ana i te ika.

## SCENE 13

INA

The food looks great.

Akaraanga reka tikai te kai.

PERE

Wait until you taste it. What is your favourite food?

Ae, tiaki kia kaikai koe. Eaa taau kai reka tikai?

INA

I like raw fish.

Reka ana au i te ika mata.

PERE

OK, we have raw fish in coconut cream, kumara, taro, clams, and arrowroot bread!

Ae, e ika mata, kūmara, te taro, pā'ua, e te maniota oro!

MOEROA

I thought your favourite was hamburgers?

Te manako nei au e e reka ana koe i te varaoa punupunu?

PERE

That was when I was fourteen; now that I am fifteen ...

I te taime e tai ngauru ma a oku mataiti; i teia nei ra kua tai ngauru ma rima oku mataiti ...

MOEROA

Yeah right!

Tika rava!

INA

Well, I would like to try everything!

Inā, ka inangaro au i te tongi i te au apinga katoatoa.

TUTERU

I like poke as well.

E reka katou ana au i te ruku.

TEARIKI

I don't like chop suey. I like ika mata best.

Yummm!

Kare au e reka ana i te kai tinito. E reka ana au i te ika mata. Mmmmm!

INA

What's that?

Eaa tera?

FRIEND

It's clams in coconut cream, it's delicious

E pā'ua, e reka tikai!

*Pere's GRANDAD says grace.*

PERE

Now let's eat.

I teia nei ka kaikai tatou.

*Everyone enjoys the food. Bits of conversation can be heard as they eat. Then Pere's Grandad stands up to make a short speech.*

PERE'S GRANDAD

Thank you all for coming to this special day.

Thank you to Pere's friends for coming to his birthday, and for the presents. And special thanks to Ina for coming all the way from New Zealand to be with her family here in Rarotonga and to celebrate Pere's birthday with us!

Kia orana tatou katoatoa i roto i teia ra. Ko tatau i taea mai ki te akamaara i te ra anauanga o Pere. Kia koe e Ina, ko koe tei aere mei no Niu Tireni roa mai ki te akaamaaraanga i te ra anauanga o Pere i teia ra.

ALL

Happy birthday to you!

Kia manuia koe toou ra anauanga!

# Unit 10: Tāmoumou ‘Āpi‘i ‘Aka‘ou (Revision) Units 1–9

10

## Theme

Revision

## Objectives

The students will revise topics covered in Units 1–9 as follows:

Unit 1: ‘Akato‘anga (Introduction)

Unit 2: ‘Aka‘ārāvei‘anga (Getting to Know You)

Unit 3: Nūmero (Numbers)

Unit 4: Ngutu‘are Tangata (Family)

Unit 5: Tutu Akara‘anga (Describing People and Things)

Unit 6: Tuātau: te Ora, te au Rā, ē te au Marama (Time, Days, and Months)

Unit 7: Te Pi‘a ‘Āpi‘i (The Classroom)

Unit 8: Tāmataora: ‘Īmene ‘ē te ‘Ura (Celebrations: Song and Dance)

Unit 9: Kai (Food)

## Language Targets and Structures

The vocabulary needed for this unit has been covered in Units 1–9. There are, therefore, no new language targets or structures.

# UNIT 10: LESSON A

10A

## RESOURCES

- Your own selection of OHTs from Units 1 to 10 for revision purposes.

## LESSON OUTLINE

1. Using your own selection of OHTs from Units 1–9, go over the main points of each unit to check understanding. Pay particular attention to those language points that your students found challenging.
2. Use your koosh/tennis ball to revise vocabulary from each unit. Alternatively, try the following game, based on Noughts and Crosses. You could play it using an OHT or on the whiteboard.

Family	Colours	Days of the week
In the classroom	Food or drink (not fruit or vegetables)	Faces and hair/People
Fruit	Months	Vegetables

The teacher covers the squares with pieces of paper with numbers. The students form teams. Each team picks one of the numbers. The first team to give five relevant vocabulary items correctly wins their square, and their symbol goes into the square. This kind of Noughts and Crosses can be played in various ways, for example, trying to get a line or trying to get the most squares. If it is too easy, then the group that has the most words that other groups do not have can win the square. The game can also be played on boards in groups.

3. Ask students a variety of familiar questions, as appropriate, to respond to in Cook Islands Māori. For example:

Pē'ea koe?

How are you?

Ko'ai tō'ou ingoa?

What is your name?

Ē'ia ō'ou mata'iti?

How old are you?

Nō'ea mai tō'ou kōpū tangata?

Where is your family from?

Ē'ia ō'ou tua'ine/tungāne?

How many sisters/brothers have you?

Ē'a tō'ou nūmero terepōni?

What is your phone number?

Alternatively, the students could ask the questions and throw a ball to another student who gives a correct response.

4. Have your students work in pairs or small groups. They are to choose one of the units of language that they have studied so far and devise a role play around it to present to the class. They will take responsibility for the rest of the class's revision of this unit, so they must make a thorough presentation that the other students can follow and which will serve to help them revise the language.

The role plays should be no longer than 3 minutes and must be oral-based, for example, a role play in which all members of the group are involved and are heard speaking the target language. It may include a song that the group has made up and invites the rest of the class to sing! At the end of each presentation, each group could be invited to question other members of the class on the language points just revised for them, to check their understanding of the presentation.

With ten units of work completed to this point, try to make sure that all units are covered and none are 'duplicated'. In other words, nine small groups each covering a different unit would be ideal.

Allow this lesson as time for working out a plan of action. Lesson B this week will be devoted to script writing, rehearsal, and any props preparation. Lesson C will be presentation time.

### ***Some Ideas***

- Units 1 and 2: 'Akato'mo'anga (Introduction) and 'Aka'ārāvei'anga (Getting to Know You): The students meet on the street three times in the same day and greet each other appropriately. The props could need to indicate the time of day and the age and interests of the characters. Or, two students could meet and introduce themselves to each other, and then when a third student comes, the first two could introduce each other to the third student (this provides a variety of language production).
- Units 3 and 7: Nūmero (Numbers) and Te Pi'a 'Āpi'i (The Classroom): A new maths teacher has arrived at a school and is giving a maths test on their first day. After saying some equations out loud, the teacher must ask the names of the students before asking them for the answers. They could also ask where classroom objects are.
- Unit 4 and Unit 5: Ngutu'are Tangata (Family) and Tutu Akara'anga (Describing People and Things): All the members of a family are standing frozen on the spot pretending to be a photo. One by one, they come to life and introduce themselves and things about themselves before "stepping" back into the "photo". They could introduce other family members, saying what that person likes to do while the one being introduced acts out their part.
- Unit 6: Tuātau: te Ora, te au Rā, 'ē te au Marama (Time, Days, and Months): A man is sitting on the park bench reading a newspaper, and at intervals throughout the day he is approached by strangers and asked the time. He is the only one in town with a watch, it seems!

# LESSON B



10B

## RESOURCES

- Materials for the students to make simple props to support their role plays.

## LESSON OUTLINE

The lesson time will be devoted to preparation for the role plays introduced in Lesson A. The students should use the time to practise and rehearse their dialogues and set up any props.

Note: Make sure the students understand that the focus of the exercise is to meet the language-related purpose of the actual role play. This means that they shouldn't put too much time into prop making. Props should be as simple as possible. Encourage them to improvise.

Spend time moving around the room checking each group's "plan of action" and script, encouraging them and making sure that time is being used well and that the students are aware of their purpose. With the students, agree on criteria on which their performances will be assessed.

### ***Assessment Option***

You may like to make these role plays the basis of an oral assessment of some or all students. In this case, it would be a good idea to videotape the role plays so that you and your class can revisit them and assess each student's performance to agreed criteria, if possible using the Cook Islands Māori language.



# LESSON C



10C

## RESOURCES

- Video camera and tape
- Space cleared for role plays to be performed.

## LESSON OUTLINE

The students present their role plays and act as audiences for one another's role plays. Give each group a few minutes to set up and have a final practice before their performances. This will give you time to set up the camera as well.

It's a good idea to set a listening task for the members of the audience. This could be based on peer assessment, using the agreed criteria, or could mean that the role players ask questions of the audience, after their performance, in Cook Islands Māori, and audience members answer in Cook Islands Māori.

Note: You may need to allow more time than usual for this lesson for the setting up and delivery of all role plays.

### ***Evaluation***

Have the students discuss, in groups, how they think this revision unit has helped them, and have each student identify any further revision they want or need to do.

# Unit 11: Tārekareka Tipōti (Sports)

11

## Theme

Sports

## Learning Outcomes

By the end of this unit, students will be able to:

- say the names of different sports in Cook Islands Māori and English;
- say what sports people play;
- say when people play a sport;
- say what sports they like and don't like;
- say what sports they play in summer and winter;
- say what sports are their favourites.

## Curriculum links

- 1.6 use basic expressions to indicate time and place;
- 1.8 express agreement and disagreement;
- 1.10 simply express their wants and needs and briefly state their likes and dislikes;
- 2.5 express interest and enjoyment;
- 2.12 express and understand expressions of order, such as first, second ...

## Revision

Days of the week

reka like

## Language Targets

tārekareka tipōti	sport	pā pōro kīnī	cricket
tu'epōro	football (rugby)	kau	swimming
ketepōro	netball	'oro	running
pā pōro	tennis	tuātau anu	winter
patu pōro	volleyball	tuātau ma'ana	summer
tūpā'oro'oro ngaru	surfing	rava	definitely,
tūpā'oro'oro rākau	skateboarding		completely,
pā pōro rākau	hockey		most

## Language Structures

‘Ea’a tā’au tārekareka tipōti reka?

‘E reka ana au i te tu’epōro.

‘Ea’a tā’au tārekareka tipōti kāre koe ‘e reka ana?

Kāre au ‘e reka ana i te pā pōro rākau.

‘Ea’a tō’ou rā e tu’epōro ana?

‘E tu’epōro ana au i te Mōnitē.

‘Ea’a te rā e ketepōro ana a Kiri?

‘E ketepōro ana a Kiri i te Mōnitē.

‘Ea’a tā’au tārekareka tipōti e kanga ana i te tuātau anu?

‘E tu’epōro tāku tārekareka tipōti e kanga ana i te tuātau anu.

‘Ea’a tā’au tārekareka tipōti e kanga ana i te tuātau ma’ana?

‘E pā pōro tāku tārekareka tipōti e kanga ana i te tuātau ma’ana.

‘Ea’a tā’au tārekareka tipōti reka rava atu?

‘E pā pōro tāku tārekareka tipōti reka rava atu.

What sport do you (*one person*) like?

I like football.

What sport do you (*one person*) dislike?

I don’t like hockey.

On what day do you play football?

I play football on Mondays.

On what day does Kiri play netball?

Kiri plays netball on Mondays.

What sport do you play in winter?

I play football in winter.

What sport do you play in summer?

I play tennis in summer.

What sport do you like the best?

Tennis is my favourite sport.

## Cultural Aspects

Cook Islands people like to play cricket, rugby, netball, tennis, soccer, touch rugby, and basketball. Other popular sports in the Cook Islands include canoe racing, bowling, and weight lifting. The choice of sports for people in the Cook Islands has increased dramatically over recent years.

Netball, tennis, and rugby are played at school, and adults play similar sports. Village teams compete against one another on Saturday afternoons. No games are played on Sundays because most people go to church.

In New Zealand, Cook Islanders become involved in a variety of sports, like other New Zealanders. But once a year, at Labour Weekend, Cook Islanders from four areas – Auckland, Tokoroa, Hawkes Bay, and Wellington – compete at sports such as tennis, rugby, and netball. This is a time to meet up with relatives and old friends. Now and again a sports club will visit the Islands to compete at rugby, netball, or other sports.

## Traditional Cook Islands games and activities

Traditional Cook Islands games and activities include: *pē'i pua* (disk throwing); *pē'i kākā'o* or *pē'i teka* (dart throwing); *tipana* or *'ipana* (stick flipping); *patapata* (marbles); *pataka angaanga* (spinning coconut shells); *pē'i tōpi* (spinning tops); *pere tupa kere* (originally a form of fortune-telling, now a counting game); *pere kapokapo toka* (knuckle bones); *pere ko'iko'i* (removing stones one by one from a pile without moving the others, as in “Pick up Sticks”); *rere vai* (diving); *ouaoua* or *'ura piāni* (folk dancing); *'akarere manu* (kite flying); *'aka'eke ngaru* or *tūpā'oro'oro* (surfing); *pā'eke anu* or *tūpā'oro'oro* (sliding on hillsides); *rere mōari* (swinging); *rere kikau* or *rere tākiri*, *tākiri/rere kākā* (skipping); *rere rākau* (hopscotch); *tō* (traditional wrestling); *tipi rore* (stilt-walking); *tukituki teniteni* (coconut-shell games); *uma rima* (arm wrestling); and *uma vaevae* (leg wrestling).

Traditional games are played less and less in the Cook Islands, and very rarely in New Zealand. They have been replaced, to a great extent, by cricket, rugby, netball, soccer, and basketball. However, there are still occasions when people who know the old ways find opportunities to share the traditional games and toys with today's children.

## Finding your way around Rarotonga

The DVD shows the main road that circles the island (*mata'ara ma'ata*) and also mentions the back roads – these are the traditional roads (*ara metua*).

## Teachers' Notes

In this resource, *tārekareka tipōti* is the term used for sports. *Tārekareka* is an authentic Cook Islands Māori term that covers all kinds of recreation. The transliteration *tipōti* (sport) is added to make it more specific.

*'E reka ana au ...* is “I like ...”, and *Kāre au 'e reka ana ...* is “I don't like”.

The phrase *reka rava atu ...* “I absolutely love ...” is a way of saying “my favourite ...”

Note that the DVD uses an alternative phrase, *reka roa*, for this.

# UNIT 11: LESSON A

11A

## LEARNING OUTCOMES

The students will learn to:

- say the names of different sports in Cook Islands Māori and English.

## RESOURCES

- Unit 11 DVD and transcript
- Unit 11 Audio CD and transcript
- OHT 1: Sports and physical activities
- Worksheet 1: What is it?

## LESSON OUTLINE

### *Introduction*

Share the learning outcomes for this lesson: the students will learn words for various sports that are played in the Cook Islands and New Zealand.

### *Learning Activities*

1. Show the DVD, after first writing the following questions up on the whiteboard, to focus the students' viewing.
  - What sports are played in the Cook Islands?
  - What are the names of these sports in Cook Islands Māori?
2. Now listen to the word list on track 47 of the CD. Practise these words then put up OHT 1, say the term for each sport in Cook Islands Māori, and link it to the picture.
3. In pairs, the students practise saying these words and giving each other feedback on their pronunciation.
4. Give each student worksheet 1 to complete, drawing a line to join up the term for each sport with its visual.
5. Finish the lesson with Charades, as follows: A volunteer stands up, and another student calls out, in Cook Islands Māori, the name of a sport in Cook Islands Māori, which the volunteer must mime. The other students say if the mimed sport is the one named or not. If it is correct, the same volunteer could stay up front and mime a number of sports that are named. This could be done in small groups, to give more students turns miming.

## ***Evaluation***

Have the students fill in checklists similar to the model below.

11A

Today I learned:

- the names of \_\_\_\_\_ sports in Cook Islands Māori and English. (*Give the number.*)

# OHT 1: Sports and physical activities

11A

tu'epōro

football



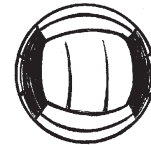
ketepōro

netball



patu pōro

volleyball



tūpā'oro'oro ngaru

surfing



tūpā'oro'oro rākau

skateboarding



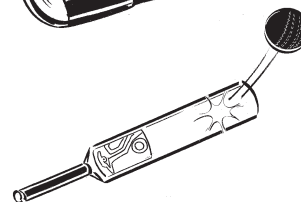
pā pōro rākau

hockey



pā pōro kīnī (kirikiti)

cricket



kau

swimming



'oro

running



# WORKSHEET 1: WHAT IS IT?

11A



- Match each picture or symbol to the term for the same sport or activity in Cook Islands Māori.



patu pōro



pā pōro kīnī (kirikiti)



pā pōro rākau



tūpā'oro'oro ngaru



'oro



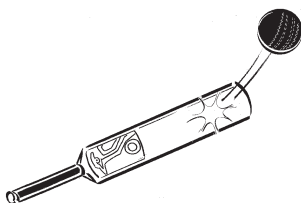
kau



tūpā'oro'oro rākau



ketepōro



tu'epōro



# UNIT 11: LESSON B

11B

## LEARNING OUTCOMES

The students will learn to:

- say what sports people play;
- say when people play a sport;
- say what sports they themselves like and don't like.

## RESOURCES

- Unit 11 and Unit 1 DVD and transcripts
- Unit 11 Audio CD and transcript
- OHT 1: What sports do you like?
- Worksheet 1: What sports do they like?
- Worksheet 2: What sports do you like or dislike?
- Worksheet 3: When do they play it?
- Teacher checksheet: When do they play it?

## LESSON OUTLINE

### *Introduction and Revision*

Revise lesson A by playing Charades again, as in lesson A, to remind the students of the words for various sports. Revise “I like” and “I don't like” from Unit 9.

Share the learning outcomes for this lesson: the students will learn to say what sports people play, when they play them, and what sports they themselves like and don't like.

### *Learning Activities*

1. Review the first parts of the DVD for Unit 1, where first Ina and her friends and then the studio crew talk about sports they like and dislike. Listen to the Unit 1 DVD where members of the studio team each identify a sport they like. The students then match the people with the sports that they like on Worksheet 1.
2. Listen to the dialogue on track 47 of the CD and view the top of OHT 1, focusing on the questions “What sport do you like?” and “What sport do you dislike?” The teacher asks the students the questions.

‘Ea’a tā’au tārekareka tipōti reka?

What sport do you (*one person*) like?

‘E reka ana au i te (tu’epōro).

I like (football).

‘Ea’a tā’au tārekareka tipōti kāre koe e reka ana?

What sport do you (*one person*) dislike?

Kāre au ‘e reka ana i te (pā pōro rākau).

I don't like (hockey).

3. Hand out worksheet 2. Students work as pairs and tell each other what they like and dislike. They share with the class, then fill in the worksheet (writing activities).
4. Revise the days of the week that the students already know.
5. Using the last part of track 47 on the CD and the bottom half of OHT 1, introduce the sentence structure “I play rugby on Saturdays.”

‘Ea’a tō’ou rā e tu’epōro ana?

On what day do you play football?

‘E tu’epōro ana au i te Mōnitē.

I play football on Mondays.

‘Ea’a te rā e ketepōro ana a Kiri?

On what day does Kiri play netball?

‘E ketepōro ana a Kiri i te Mōnitē.

Kiri plays netball on Mondays.

6. Hand out worksheet 3 for the students to complete. In pairs, students tell their partners who (on the worksheet) plays each sport on each day.
7. Put the words for the days of the week and the names of sports on small bits of paper into two separate hats or boxes. Go up to a pair of students with the two boxes and ask one to select a day of the week and the other to select a sport. They must then use the two words to produce a sentence in Cook Islands Māori. For example, “I play netball on Wednesday.”
8. Students write their own sentences about what sports they play on what days.

### **Extension Activity**

The students could say what time as well as what day they play their sport, for example, “‘E tu’epōro ana au i te Mōnitē, i te ora toru./I play football on Monday at 3 o’clock.”

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to say what sports people play;
- to say when people play a sport;
- to say what sports I like and don’t like.

# OHT 1: What sports do you like?

11B

‘Ea‘a tā‘au tārekareka tipōti reka?

What sport do you (*one person*) like?

‘E reka ana au i te (tu‘epōro).

I like (football).

‘Ea‘a tā‘au tārekareka tipōti kāre  
koe e reka ana?

What sport do you (*one person*) dislike?

Kāre au ‘e reka ana i te (pā  
pōro rākau).

I don’t like (hockey).

---

‘Ea‘a tō‘ou rā e tu‘epōro ana?

On what day do you play football?

‘E tu‘epōro ana au i te Mōnitē.

I play football on Mondays.

‘Ea‘a te rā e ketepōro ana a Kiri?

On what day does Kiri play netball?

‘E ketepōro ana a Kiri i te Mōnitē.

Kiri plays netball on Mondays.

# WORKSHEET 1: WHAT SPORTS DO THEY LIKE?

11B



- View the DVD (Unit 1). Match each person with the sports that they like.

## Names

## Sports

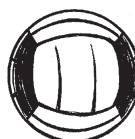
Kiwa



Meghan



Nurul



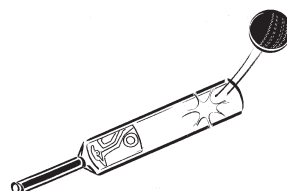
Kiri



Tamati



Sarai



# WORKSHEET 2: WHAT SPORTS DO YOU LIKE OR DISLIKE ? 11B

## LIKES

1. 'E reka ana au i te ...
2. 'E reka ana au i te ...
3. ....
4. ....

## DISLIKES

5. Kāre au 'e reka ana i te ...
6. Kāre au 'e reka ana i te ...
7. ....
8. ....

tu'epōro

ketepōro

kau

pā pōro kīnī

'tūpā'oro'oro ngaru

tūpā'oro'oro rākau

pā pōro rākau

tārekareka tipōti

'oro

patu pōro

pā pōro


# WORKSHEET 3: WHEN DO THEY PLAY IT?

11B

## Questions




1. 'Ea'a te rā e pā pōro rākau ana a Kiri?  
[On what day does Kiri play hockey?]

T	M	Rr	Rt	P	V	M
						

'E pā pōro rākau ana a Kiri i te \_\_\_\_\_.  
[Kiri plays hockey on \_\_\_\_\_.]




2. 'Ea'a te rā e ketepōro ana a Pani?  
[On what day does Pani play netball?]

T	M	Rr	Rt	P	V	M
						

'E ketepōro ana a Pani i te \_\_\_\_\_.  
[Pani plays netball on \_\_\_\_\_.]



3. 'Ea'a te rā e pā pōro kīnī ana a Ioane?  
[On what day does Ioane play cricket?]

T	M	Rr	Rt	P	V	M
						

'E pā pōro kīnī ana a Ioane i te \_\_\_\_\_.  
[Ioane plays cricket on \_\_\_\_\_.]

# TEACHER CHECKSHEET: WHEN DO THEY PLAY IT?

11B

## Questions and answers

1. 'Ea'a te rā e pā pōro rākau ana a Kiri?

On what day does Kiri play hockey?

'E pā pōro rākau ana a Kiri i te Ru'irua.

Kiri plays hockey on Tuesday.

2. 'Ea'a te rā e ketepōro ana a Pani?

On what day does Pani play netball?

'E ketepōro ana a Pani i te Paraparau.

Pani plays netball on Thursday.

3. 'Ea'a te rā e pā pōro kīnī ana a Ioane?

On what day does Ioane play cricket?

'E pā pōro kīnī ana a Ioane i te Ma'anākai.

Ioane plays cricket on Saturday.

# UNIT 11: LESSON C

11C

## LEARNING OUTCOMES

The students will learn to:

- say what sports they play in summer and in winter;
- say what sports are their favourites.

## RESOURCES

- Unit 1 DVD and transcript
- Unit 1 Audio CD and transcript
- OHT 1: Words and structures
- OHT 2: What do you like best?
- Worksheet 1: What do you like best?

## LESSON OUTLINE

### *Introduction and Revision*

Revise lesson B by asking students to say the names of the sports they like and dislike.

Share the learning outcomes for this lesson: the students will be learning to talk about what sports they play in summer and winter and which is their favourite.

### *Learning Activities*

1. Show the DVD. Ask what the weather is like and what kinds of sports are best in that kind of weather. Discuss the sports we play in summer and winter in New Zealand.
2. Use the end of track 46 on the CD to introduce the terms *tuātau anu*/winter and *tuātau ma'ana*/summer. Write these terms as headings on a T-chart on the whiteboard. Have the students list the sports words that they have learned under the appropriate seasons. For example:

<b>tuātau anu</b>	<b>tuātau ma'ana</b>
tu'epōro	pā pōro
ketepōro	

3. Put up OHT 1 and practise the new words and structures, using track 48 on the CD to guide pronunciation.
4. In pairs, the students say sentences to each other, using the lists on the whiteboard to vary the structures in OHT 1.



5. Show the DVD again. Ask the students what sports certain characters like and don't like, and which they like the best.
6. Practise the structures: “*E reka au i te tu‘eporo*/I like ...”; “*Kāre au ‘e reka ana i te ...*/I don't like ...”, and “*E ... tāku tārekareka tipōti reka rava atu*/I like best ...” (“My favourite is ...”) in Cook Islands Māori, using the sports words from lessons A and B.
7. Use the end of track 48 on the CD and OHT 2 to introduce the question: “*‘Ea‘a tā‘au tārekareka tipōti reka rava atu?*/What sport do you (one person) like best?” and to practise the response  
“*E ... tāku tārekareka tipōti reka rava atu*/I like best ...”
8. In pairs, have the students complete worksheet 1.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to say what sports I play in summer and in winter.
- to say which sports are my favourites.

# WORKSHEET 1: WHAT DO YOU LIKE BEST?

11C

Write a sentence in Cook Islands Māori beneath each picture to say whether you like or dislike that sport. One of the sentences should say which activity you like best.



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# OHT1: Words and structures

11C

tuātau anu

winter

tuātau ma'ana

summer

‘Ea’a tā’au tārekareka tipōti e kanga ana i te tuātau anu?

What sport do you play in winter?

‘E tu’epōro tāku tārekareka tipōti e kanga ana i te tuātau anu.

I play football in winter.

‘Ea’a tā’au tārekareka tipōti e kanga ana i te tuātau ma’ana?

What sport do you play in summer?

‘E pā pōro tāku tārekareka tipōti e kanga ana i te tuātau ma’ana.

I play tennis in summer.

## OHT 2: What do you like best?

11C

*‘Ea’a tā’au tārekareka tipōti reka rava atu?*

What sport do you like the best?

*‘E pā pōro tāku tārekareka tipōti reka rava atu.*

Tennis is my favourite sport.

*‘E ketepōro tāku tārekareka tipōti reka rava atu.*

Netball is my favourite sport.

*‘E tūpā’oro’oro ngaru tāku tārekareka tipōti reka rava atu.*

Surfing is my favourite sport.

*‘E kau tāku tārekareka tipōti reka rava atu.*

Swimming is my favourite sport.

## *Track 46 Vocabulary for Unit 11*

tārekareka tipōti  
tu'epōro  
ketepōro  
pā pōro  
patu pōro  
tūpā'oro'oro ngaru  
tūpā'oro'oro rākau  
pā pōro rākau  
pā pōro kīnī  
kau  
'oro  
tuātau anu  
tuātau ma'ana  
rava

## *Track 47 Asking about Sports and When We Play Them*

tu'epōro  
ketepōro  
patu pōro  
tupā'oro'oro ngaru  
tupā'oro'oro rākau  
pā pōro rākau  
pā pōro kīnī  
kau  
'oro  
  
'Ea'a tā'au tārekareka tipōti reka?  
'E reka ana au i te tu'epōro. 'Ea'a tā'au tārekareka tipōti kare koe 'e reka ana?  
Kāre au 'e reka ana i te pā pōro rākau. 'Ea'a tō'ou rā e tu'epōro ana?  
'E tu'epōro ana au i te Mōnitē. 'Ea'a te rā e ketepōro ana a Kiri?  
'E ketepōro ana a Kiri i te Mōnitē.

## *Track 48 Asking About Favourite and Seasonal Sports*

'Ea'a tā'au tārekareka tipōti e kanga ana i te tuātau anu?  
'E tu'epōro tāku tārekareka tipōti e kanga ana i te tuātau anu.  
'Ea'a tā'au tārekareka tipōti e kanga ana i te tuātau ma'ana?  
'E pā pōro tāku tārekareka tipōti e kanga ana i te tuātau ma'ana.  
'Ea'a tā'au tārekareka tipōti reka rava atu?  
'E pā pōro tāku tārekareka tipōti reka rava atu.

## SCENE 14

*Moeroa, Tanga and Ina have just finished a swim in the lagoon. They talk as they walk up the beach, while the boys – Teariki, Tuteru and Pere – toss a rugby ball around.*

TUTERU

Yours, Pere ... mark it!

Naau e Pere ... akairoia!

PERE

Mine ... mine. Mark!

Naku ... naku. Kapo'ia!

MOEROA

I like swimming in the sea.

E reka ana au i te pai tai.

TANGA

So do I, I like swimming and diving.

Ae, e au rai. E reka au i te kau e te pou.

INA

Mmm, me too, the sea water here is so clear and warm, I could swim all day.

Mmm, e au rai e ma e te maana i te vai ka rauka au i te pai tai i teia ra katoa.

MOEROA

What other sports do you like, Ina?

Eaa teta'i au tarekareka e reka ana koe, e Ina?

INA

I like netball and softball in New Zealand and swimming in the sea and fishing in Rarotonga.

E reka ana au i te kete poro e te pa poro rakau i Niu Tireni e te pai tai e te tautai i Rarotonga nei.

MOEROA

What sports don't you like?

Eaa taau tarekareka kare koe e reka ana?

INA

I don't like running and I don't like skateboarding.

Kare au e reka ana i te oro e te tupaorooro rakau.

MOEROA

I don't like rugby!

Kare au e reka ana i te tueporo!

INA

I really like rugby! Why don't you like rugby?

Mataora ana tikai au i te tueporo. Eaa koe kare e reka ana i te tueporo?

MOEROA

Well, I like the game, I just don't like the silly show-off players!

Inā, e reka ana au i te kemu, kare au e reka ana i te au tangata tarekareka akaparau!

TANGA

Yes, I agree. I like the game, but the players ...

Ae, akatika au e reka ana au i te kemu, inara ko te tangata tarekareka ...

PERE

Moeroa, Tanga, Ina, look at me!

E Moeroa, e Tanga, e Ina, akara mai i au!

*He races to get the ball, but misses it.*

INA

I see what you mean!

Kua marama au taau e akakite mai ana!

# Unit 12: Ma‘ani ‘Apinga Māori (Making Māori Things)

12

## Theme

Arts and crafts

## Learning Outcomes

By the end of this unit, students will be able to:

- name and describe some traditional arts and crafts;
- make an ‘ei katu;
- garland others with their ‘ei in the context of an appropriate role play or real life situation.

## Curriculum links

- 2.3 offer, accept, [and] refuse ... things;
- 2.4 ask others to do something;
- 2.8 express concepts of amount;
- 2.9 express concepts of ownership and relationship;
- 2.10 express concepts of quality;
- 2.12 express and understand expressions of order, such as first, second ...

## Revision

Colours

‘ōmai	give me
meitaki	thank you
‘ei katu	head ‘ei
‘ei kakī	necklace ‘ei (garland)
tiare	flower
‘apinga aro‘a	gift

## Language Targets

‘ei	headband or garland
tiare pēpa	paper flower
nira	needle
pākoti	scissors
taura	thread

## Extension

‘ei tui	stitched or sewn ‘ei
‘ei taviri	wrapped or bound ‘ei
uāti	bracelet (“watch”)
pōro	ball
pera	toy windmill

## Language Structures

‘Ōmai i te pākoti, ‘inē?	Pass me the scissors, please.
‘Ōmai i te nira, ‘inē?	Pass me the needle, please.
‘Ōmai i te taura, ‘inē?	Pass me the thread, please.
Tēia te taura.	Here’s the thread.
‘Ōmai aka ‘ou i tēta’i tiare nāku?	Can I have some more flowers?
Te tiare muramura me ko te tiare auika?	The red flowers or the blue flowers?
Muramura.	Red.

## Cultural Aspects

Arts and crafts are important to the Cook Islands people. Flowers are commonly used for dressing the body. For example, ‘*ei katu* (head ‘*ei*) and ‘*ei kakī* (garlands) are worn not only during a performance but also during special events. Costumes for cultural occasions are made using flowers, leaves, and other natural materials. On the DVD, particular flowers are discussed.

A very popular Cook Islands craft is *tīvaevae* making. In this craft, women sew flower patterns onto fabric to make a bedspread. Women in both the Cook Islands and New Zealand enjoy *tīvaevae* making.

*Tīvaevae* are often used in traditional gift giving. For example, if a wedding is planned, the women in the bride’s family will sew a *tīvaevae*. This is presented to the bride at the wedding reception.

*Tīvaevae* making is an introduced craft. Women took up *tīvaevae* making because it is an easy way of using traditional patterns, and it can be done in a working bee, or *pange* or *ou*. With the weaving of presentation mats and baskets, there are months of preparation. To prepare the *rau’ara* (pandanus) for traditional mats, you have to go into the plantation or bush, cut the pandanus leaves, bundle them together for easier handling, and carry them home. In the morning, you have to hang them out in the sun to dry, and you have to bring them in again at night. This goes on for week after week, until the *rau’ara* is well dried.

To make *tīvaevae*, you only have to go to the shops to buy the pieces of material and needles and cotton. The main difficulty is having the money. The preparation time for a group to make a *tīvaevae* is about a quarter of that for a group to make a *rau’ara* mat. There’s a lot in the design and cutting of *tīvaevae*.



Certain women have a talent for arranging and folding the material – it's similar to appliqué. The group then comes together and divides up how many flowers, petals, and buds each person will make for this one *tivaevae*. When they've embroidered their bits and pieces, they have another working bee to sew the pieces together.

Young girls were usually taught these skills in the home. Bought goods have largely replaced handmade ones. Girls today learn these skills for their own satisfaction and pride, to add to their own basket of skills.

Some of the crafts boys can learn today are the making of Cook Islands ukuleles, *kumete* (bowls), and *reru* (pounders). The making of drums is being revived.

Nowadays in the Cook Islands, *rau'ara* (pandanus) and *kikau* (coconut frond) are used to weave functional objects (such as mats, hats, baskets, fans, trays, wallets, purses, table mats, fishing traps, modern fashion garments, and plates) and also toys, including goggles, balls, whistles, rings, watches, and windmills.

The students should learn about the occasions on which 'ei and other sewn, wrapped, plaited, or woven items are used as well as how to make and wear them. They should enjoy making their 'ei, which will become useful resources for role plays as well as for decorating the classroom.

## Teachers' Notes

The focus in this unit is on culture.

# UNIT 12: LESSON A

12A

## LEARNING OUTCOMES

The students will learn:

- about some Cook Islands traditional arts and crafts, including 'ei making.

## RESOURCES

- Unit 12 DVD and transcript
- Unit 12 Audio CD and transcript
- OHT 1: Structures
- OHT 2: Instructions for making 'ei
- Books featuring flowers and 'ei being worn on cultural occasions, for example, *E 'Akapē'ea ana te Tiare mē Moe/How Flowers Sleep* (Tupu book and teachers' notes); *'E Tivaevae nō Rōpati* (Tupu book and teachers' notes); *A Quilt for Kiri* (in English) and *Te Tivaevae o Kiri* (in Cook Islands Māori).
- Materials for making 'ei: flowers, needles, scissors, and cotton thread.

## LESSON OUTLINE

### ***Introduction and Revision***

Revise what the students know about how Cook Islands people celebrate. Talk about the cultural artefacts that are part of Cook Islands celebrations, and list these on the board.

Share the learning outcomes for this lesson: the students will learn about some traditional arts and crafts that are an important part of Cook Islands culture.

### ***Learning Activities***

1. As a class, discuss any crafts that class members or their families are involved in.
2. Show the DVD and focus on the 'ei that are often worn during Cook Islands celebrations. What do they represent? When are they worn? How are they made and what of? Watch the people making 'ei. How do they go about it? Talk about the steps in the process.
3. Listen to the CD (track 50) and view OHT 1. Practise the structures; students can use these as they make their 'ei together.
4. Show OHT 2 with instructions in English for making garlands, and explain that the students will begin making their own 'ei today.
5. Give each student some flowers, a needle, and some cotton thread. Go through the instructions together. Have the students thread the needle, making sure the cotton is long enough to fit over their head or around their neck. They thread the flowers

through the bottom stem or continue adding more flowers. Encourage them to vary the colours. When it is long enough, they will tie both ends together. They may only begin to make their first 'ei today.

***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- about some Cook Islands traditional arts and crafts, including making 'ei.

‘Ōmai i te pākoti, ‘inē?

Pass me the scissors, please.

‘Ōmai i te nira, ‘inē?

Pass me the needle, please.

‘Ōmai i te taura, ‘inē?

Pass me the thread, please.

Tēia te taura.

Here’s the thread.

‘Ōmai aka ‘ōu i tēta‘i tiare nāku?

Can I have some more flowers?

Te tiare muramura me ko te tiare auīka?

The red flowers or the blue flowers?

Muramura.

Red.

## OHT 2: Instructions for making '*ei*

12A

1. Thread the needle with cotton and put it through the bottom stem of a flower.
2. Move the flower down to the knot at the end of the thread.
3. When you have enough flowers on, measure round your head, then tie the loose end to the knot.
4. You could tie on some ribbon (not traditional).

Now your '*ei* is ready for someone to wear.

# UNIT 12: LESSON B

12B

## LEARNING OUTCOMES

The students will learn:

- more about traditional Cook Islands arts and crafts.

## RESOURCES

- Unit 12 DVD and transcript
- Unit 12 and unit 1 Audio CD and transcripts
- *Ko te Porotaka* (Tupu book and teachers' notes), and/or the Ready to Read book *A Gift for Aunty Ngā* (in English)
- Materials for making 'ei: paper flowers, needles, scissors, and cotton thread
- 'E Au 'Imene Kūki 'Airani nō Tātau i Aotearoa nei/*Cook Islands Songs* (Ministry of Education book and CD) which includes the song *Kia Orāna*
- *E 'Akapē'ea ana te Tiare mē Moe/How Flowers Sleep* (Tupu book and audio resource with song).

## LESSON OUTLINE

Play the flower song *Kia Orana* on track 8, which the class already knows, and sing along. Then have the CD playing quietly in the background as the students continue to make their garlands. Encourage them to sing along softly as they work.

Students who have finished their 'ei can either research a Cook Islands craft of their choice or make a traditional windmill, following the instructions in the *Ko Te Porotaka* resource. Students who want to research *tivaevae* making could revisit the DVD for Unit 12 and/or the picture pack *Isabelle's Wedding*.

### *Extension Activity*

Have the students create additional garlands that are intended for a particular occasion.

### *Evaluation*

Have the students fill in checklists similar to the model below.

Today I learned:

- more about Cook Islands arts and crafts.

# UNIT 12: LESSON C

12C

## LEARNING OUTCOMES

The students will:

- complete their 'ei;
- garland others with their 'ei in the context of an appropriate role play or real life situation.

## RESOURCES

- Unit 6 DVD and transcript
- Unit 12 Audio CD and transcript
- 'E Tivaevae nō Rōpati (Tupu book and teachers' notes), and/or the Ready to Read book *A Gift for Aunty Ngā*
- Materials for making 'ei: paper flowers, needles, scissors, and cotton thread
- 'E Au 'Īmene Kūki 'Airani nō Tātau i Aotearoa nei/*Cook Islands Songs* (Ministry of Education book and CD) which includes the song *Kia Orāna*
- *E 'Akapē'ea ana te Tiare mē Moe/How Flowers Sleep* (Tupu book and audio resource).

## LESSON OUTLINE

Sing the flower songs and complete the garlands. Then have the students garland one another with their 'ei or give them to visitors.

Review the "arrival in the Cook Islands" scene on the DVD (Unit 6). Then the students could role-play an arrival where people are welcomed by being given an 'ei and are then introduced to the group they have come to meet, as happens to the girl on the DVD.

### *Suggestion*

Invite a group of younger students to visit the class and give them a class presentation about Cook Islands arts and crafts, focusing on their garlands and showing how they are used by presenting role plays.

### *Evaluation*

Have the students fill in checksheets similar to the model below, for example,

Today I:

- gave the 'ei that I made to somebody else.

# AUDIO TRANSCRIPT UNIT 12

12

## *Track 49 Vocabulary for Unit 12*

‘ei  
tiare pēpa  
nira  
pākoti  
taura  
‘ei tui  
‘ei taviri  
uāti  
pōro  
pera

## *Track 50 Language Structures (“Please pass me the ...”)*

‘Ōmai i te pākoti, ‘inē?  
‘Ōmai i te nira, ‘inē?  
‘Ōmai i te taura, ‘inē?  
Tēia te taura. ‘Ōmai aka ‘ōu i tēta’i tiare nāku?  
Te tiare muramura me ko te tiare auīka?  
Muramura.



## SCENE 15

INA

These flowers are beautiful. What are they?

E au tiare manea teia. Eaa teia au tiare?

MOEROA

These flowers are gardenias, these are frangipani, these are hibiscus, and these are double gardenias. And these ones are maire, and these are rau-ti.

Ko teia au tiare e tiare maori, tipani, kaute, e te tiare taina. E ko teia e maire. E te rau-ti.

INA

Gardenias, frangipani, hibiscus, and double gardenias. And these ones are maire, and these are rau-ti. What are these ei katu for?

Ko teia tiare e tiare maori, tipani? tiare kaute? e te tiare tipani (MOEROA: Tiare taina) – tiare taina.

E ko teia tiare e maire, e te rau-ti. No te aa teia au ei katu?

MOEROA

They are for Tuteru and Teariki to wear at the dance competition.

No Tutere e Teariki kia ei no te tarere ura.

INA

When is the competition?

Aea te tarere ura?

MOEROA

Tomorrow, after school, at 3.30.

Apopo, me tere te apii, i te apa no te ora toru.

AUNTY KURA

Moeroa, Ina, it is six o'clock. Time to help the women's group with the tivaevae.

E Moeroa korua ko Ina, kua ora ono teia.

Taviviki mai aere mai tauturu ki te au Vaine Tini.

MOEROA

Hello everyone.

Kia orana te katoatoa.

LADIES

Hello.

Kia orana.

MOEROA

Hello, Grandma.

Kia orana, e Mama Ruau.

INA

Hello, Grandma.

Kia orana, e Mama Ruau.

GRANDMA

Hello Moeroa, Ina.

Kia orana e Moeroa, kia orana e Ina.

GRANDMA

This tivaevae is for Kimi's wedding. It will be a gift from our family. And this one is another very special one.

E tivaevae teia no te akaipoipoanga o Kimi. E apinga aroa teia na matou na te kopu tangata, ko tera e ko i apinga takake teia.

INA

They are beautiful. Can I help?

Manea. Ka tauturu atu au?

GRANDMA

Moeroa, show Ina how to prepare the cloth.

E Moeroa, akaari atu koe kia Ina ka akapeea me ka 'akano'o i te tivaevae.

MOEROA

I like making tivaevae.

E reka ana au i te tuitui tivaevae.

INA

Why is that?

Eaa ra?

MOEROA

No boys allowed!

Kare e akatika ia te au tamaroa!

# Unit 13: Pē‘ea Au?

## (How Am I Feeling?)

13

### Theme

Feelings

### Learning Outcomes

By the end of the unit, students will be able to:

- say that they feel hot or cold;
- revise saying that they feel hungry or thirsty;
- ask others how they feel and say how someone feels;
- say how they themselves feel;
- demonstrate or explain their understanding of how participants in a Cook Islands celebration might feel during the occasion.

### Curriculum Links

- 1.6 use basic expressions to indicate time and place
- 2.2 understand and use time expressions ...
- 2.5 express interest and enjoyment
- 2.6 describe food, drinks, and meals
- 2.7 express their feelings, emotions, and needs
- 2.11 express concepts of state

### Revision

mataora	cheerful, happy
kakī vai	thirsty
pongi	hungry
Pē‘ea koe?	How are you?
Meitaki, ma‘ata.	Fine, thanks.

### Language Targets

maromaroā	sad, unhappy	meitaki	well, good
ro‘iro‘i	tired	makimaki	unwell, sick
riri	angry	ākā	very, a lot of
vera	hot (feeling hot)		
anu	cold		

## Language Structures

Te pē'ea ana koe?	How are you feeling?
Te meitaki 'ua nei.	I'm very well.
Kāre au e meitaki ana.	I'm not feeling very (well) good.
Te no'ono'o 'ua nei.	I'm just sitting around.
Te mataora 'ua nei.	I'm happy.
'E ro'iro'i.	Tired.
'E maromaroā.	Sad.
'E ākā riri!	Very angry!
'E vera au.	I'm hot.
'E anu au.	I'm cold.
Te pē'ea ra a Tere?	How is Tere feeling?
'Ākara'anga maromaroā a Tere.	Tere looks sad.
Te pē'ea ra āia?	How is he/she feeling?
Te mataora ua ra āia.	He/she is happy.
Kāre āia e mataora ana.	He/she is not happy.
'Ākara'anga mataora āia.	He/she looks happy.

## Cultural Aspects

### *Expressing one's feelings in Cook Islands culture*

Feelings are often quite openly shown within Cook Islands families. They talk it all out, and then they can start afresh. You'll quite often see children being hugged by their parents – sometimes quite big boys or girls of twelve or thirteen.

If you're sitting with a group of Cook Islanders, you can often read signs to get the feeling of the people there. Pleasure is usually shown by nodding, smiling, or laughing. But if you see someone half-turning their back towards a speaker, you'll know that person is snubbing the speaker. Someone who's rolling their eyes upwards or setting their mouth immovably is showing they're angry, and anyone who's continually mumbling and moving about as though sitting on a pin is showing displeasure. Absolute silence usually indicates annoyance.

If you're talking to someone and they raise their eyebrows, you know they're agreeing with you – “Yes, I did visit Tere yesterday.” The fleetingly furrowed brow means, “I really don't know.” The silent hand on the shoulder indicates, “Hullo, nice to see you here,” and the raised eyebrow, “Good to see you again.” If you see a child hand-signalling or making head movements, it can mean. “Over here. I need your help.”

## Teachers' Notes

Cook Islands people may give a full sentence when expressing a positive feeling; if the feeling is negative, they are likely to use a short phrase or one word, for example;

Te meitaki ua nei.      I'm very well.

Te mataora ua nei.      I'm happy.

'E ro'iro'i.      Tired.

'E maromaroā.      Sad.

'E ākā riri!      Very angry!

### *How are you?*

*Pē'ea koe* and *Te Pē'ea ana koe* are literally the same, but the longer version is used in this resource to emphasise the “feeling” in “How are you feeling?”

Many Cook Islands people say “*Te Pē'ea rā koe.*”

# UNIT 13: LESSON A

13A

## LEARNING OUTCOMES

The students will learn to:

- say that they feel hot or cold;
- revise saying that they feel hungry or thirsty.

## RESOURCES

- Unit 13 DVD and transcript
- Unit 13 Audio CD and transcript
- OHT 1: I'm cold
- Activity sheet 1: How do they feel?
- Kooshball
- Props: a fan, a coat, a glass, a spoon.

## LESSON OUTLINE

### ***Introduction and Revision***

Revise the expressions in Unit 1 for asking and answering “*Pē‘ea koe?*/How do you feel?” “*Meitaki, ma‘ata*/Fine, thanks”, using the Unit 1 OHT. Throw a Koosh ball round the class asking “*Pē‘ea koe?*/How do you feel?” so that all the students have a chance to respond.

Share the learning outcomes for this lesson: the students will revise saying they feel hungry or thirsty and learn to say they feel hot or cold.

### ***Learning Activities***

1. Watch the DVD for interest only at this stage. Then introduce *Te pē‘ea ana koe?*/How do you feel? and revise ‘*E pongi au*/I’m hungry and ‘*E kakī vai au*/I’m thirsty, using track 52 of the CD and OHT 1. Using the same OHT and audio track, introduce the expressions “ ‘*E anu au*/I’m cold” and “ ‘*E vera au*/I’m hot”. The students listen again and repeat the expressions.
2. Writing activity. The students complete Activity sheet 2, writing what the person says in each speech bubble.
3. Display the props at the front of the class and asks for a volunteer. Call out one of the new expressions – “‘*E vera au*/I’m hot”, or “‘*E pongi au*/I’m hungry”, or “‘*E kakī vai au*/I’m thirsty”, or “ ‘*E anu au*/I’m cold”. The volunteer student shows understanding by choosing and picking up the right prop, for example, the coat for *anu*/cold, the glass for *kakī vai*/thirsty, the fan for *vera*/hot or the spoon for *pongi*/hungry. Other students can then have a go at calling out the expressions and responding by choosing the right props. This could get faster and faster!
4. In pairs, students could play the same game but mime the answers rather than using props.

5. Finish with the Emotional Rollercoaster game (a variation on musical chairs).

The students are put into groups representing different feelings or emotions: the cold group; the hungry group; and so on. All the students then form one large group sitting in a circle on chairs, except one student who stands in the middle. When you call out “*‘E vera ou!*” I’m hot”, all the “hot group” students must get up and find another chair, competing with the student in the middle who is also looking for a chair. The student left without a chair goes into the middle and calls out another feeling, for example, “*‘E pongi au!*” I am hungry!” Then all the “hungry group” students must get up and find another chair and so it goes on.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- to say that I feel hot, cold, hungry, or thirsty.

Te pē'ea ana koe?

How do you feel?

'E kakī vai au.

I'm thirsty.

'E pongi au.

I'm hungry.

'E vera au.

I'm hot.

'E anu au.

I'm cold.

# ACTIVITY SHEET 1: HOW DO THEY FEEL? 13A



- Fill in the speech bubbles by writing sentences according to the expression or body language of characters.



Speech bubble for the happy woman.



Speech bubble for the man drinking.



Speech bubble for the man sweating.



Speech bubble for the cold woman.



# UNIT 13: LESSON B

13B

## LEARNING OUTCOMES

The students will learn to:

- ask others how they feel;
- say how a person feels;
- say how they themselves feel.

## RESOURCES

- Unit 13 DVD and transcript
- Unit 13 Audio CD and transcript
- OHT 1: Feelings
- OHT 2: How do you feel?
- OHT 3: How does he/she feel?
- Template 1: Feelings flashcards
- Worksheet 1: How do they feel?

## LESSON OUTLINE

### ***Introduction and Revision***

Revise the structure from unit 1 by asking some students “*Pē‘ea koe?*/How are you?” and having the students answer “*Meitaki, ma‘ata.*/Fine, thanks.” Also revise “*‘E pongi au.*/I’m hungry.” and “*‘E kakī vai au.*/I’m thirsty.”

Share the learning outcomes for this lesson: the students will learn to ask others how they feel and to say how they themselves feel.

### ***Learning Activities***

1. Show the DVD. Ask the students how they think the characters are feeling at different times. Identify the Cook Islands Māori words for those feelings using the CD (track 51) along with OHT 1. Revise *mataora*. Talk about the flashcards. Decide which face represents tired, happy, sad, hot, angry, and well.
2. Reading exercise: the students draw a line to match each person to their emotion or feeling on Worksheet 1.
3. Play Emotions Charades. The students stand and shut their eyes. Say the word for an emotion or feeling in Cook Islands Māori, and students must mime that emotion or feeling to show they understand the word. When they are all using their faces and bodies to express the feeling, during the charade, let them open their eyes. This adds a bit more fun. The students can then take turns to choose an emotion or feeling and call it out.

4. Listen to and practise the questions and answers on the CD (track 53) while reading OHT 2. The students can work in pairs, asking each other how they are feeling AND/OR they can walk round the room greeting each other, asking how they feel, and responding.

Pē'ea koe?	How are you?
Meitaki, ma'ata	Fine, thanks.
Te pē'ea ana koe?	How are you feeling?
Te meitaki 'ua nei.	I'm very well.
Kāre au e meitaki ana.	I'm not feeling very (well) good.
Te no'ono'o 'ua nei.	I'm just sitting around.
Te mataora 'ua nei.	I'm happy.
'E ro'iro'i.	Tired.
'E maromaroā.	Sad.
'E ākā riri!	Very angry!
'E vera au.	I'm hot.
'E anu au.	I'm cold.

5. Show OHT 3 and listen to these structures in the audio CD (track 54). The students can then complete a written exercise: the students describe the expressions on the faces of some flash-card characters, using the structures below.

Te pē'ea ra a Tere?	How is Tere feeling?
'Ākara'anga maromaroā a Tere.	Tere looks sad.
Te pē'ea ra āia?	How is he/she feeling?
Te mataora ua ra āia.	He/she is happy.
Kāre āia e mataora ana.	He/she is not happy.
'Ākara'anga mataora āia.	He/she looks happy.

6. Play the game Emotional Rollercoaster again to finish this lesson, including the new words.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to ask others how they feel;
- to say how a person feels;
- to say how I feel.

# OHT 1: Feelings

13B

mataora	happy
maromaroā	sad, unhappy
ro‘iro‘i	tired
riri	angry
vera	hot
anu	cold
meitaki	well, good
makimaki	unwell, sick
ākā	very, a bit of

## OHT 2: How do you feel?

13B

Pē‘ea koe?

How are you?

Meitaki, ma‘ata.

Fine, thanks.

Te pē‘ea ana koe?

How are you feeling?

Te meitaki ‘ua nei.

I’m very well.

Kāre au e meitaki ana.

I’m not feeling very (well) good.

Te no‘ono‘o ‘ua nei.

I’m just sitting around.

Te mataora ‘ua nei.

I’m happy.

‘E ro‘iro‘i.

Tired.

‘E maromaroā.

Sad.

‘E ākā riri!

Very angry!

‘E vera au.

I’m hot.

‘E anu au.

I’m cold.

## OHT 3: How does he/she feel?

13B

Te pē‘ea ra a Tere?

How is Tere feeling?

‘Ākara‘anga maromaroā a Tere.

Tere looks sad.

Te pē‘ea ra āia?

How is he/she feeling?

Te mataora ua ra āia.

He/she is happy.

Kāre āia e mataora ana.

He/she is not happy.

‘Ākara‘anga mataora āia.

He/she looks happy.



# WORKSHEET 1: HOW DO THEY FEEL?

13B



- Match the characters' faces and their feelings, by drawing a line (or two).

(Pē'ea koe?)  
Meitaki, ma'ata.



(Te pē'ea ana koe?)  
Te meitaki 'ua nei.



Kāre au e meitaki ana.

Te no'ono'o 'ua nei.



Te mataora 'ua nei.

'E ro'iro'i.



'E maromaroā.

'E ākā riri!



'E vera au.

'E anu au.



# UNIT 13: LESSON C

13C

## LEARNING OUTCOMES

The students will learn to:

- demonstrate or explain their understanding of how participants in a Cook Islands celebration might feel during the occasion.

## RESOURCES

- Unit 13 DVD and transcript
- Unit 13 Audio CD and transcript
- *Isabelle's Wedding* picture pack
- Tupu series book and teachers' notes – *Te Rā Ma'ata o Kare*
- *A Gift for Aunty Ngā* (Ready to Read book)
- Supplementary material: the story of "Gary's Special Day"
- Worksheet 1: How would you feel if ...
- Flashcards: Feelings flashcards (from lesson 13B).

## LESSON OUTLINE

### **Introduction and Revision**

Explain to the students that this lesson is for thinking about how participants feel during a Cook Islands cultural celebration. Revise the expressions asking and answering "*Te pē'ea ra ā ia?*/How does he/she feel?" from lesson B, using flashcards.

Share the learning outcomes for this lesson: the students will re-enact a Cook Islands celebration and in doing so they will demonstrate or explain how participants in that celebration might feel.

### **Learning Activities**

1. In groups, ask the students to discuss any special ceremonies or events they have attended. Ask them what happened and what was special about the event.
2. Show the DVD and then discuss the special event (the dance competition) that Ina and her cousins discuss before it happens and after it is over.
3. Remind the students of the haircutting ceremony that they saw on DVD in Unit 3. Ask them to recall what happened, and record the events they describe on the whiteboard, in sequence if possible. Then introduce the book *Te Rā Ma'ata o Kare* (Gary's Special Day), explaining that this story covers another hair-cutting ceremony, but this time, their focus is on words that describe people's feelings. Read the story in English aloud from the supplementary materials while the students follow the pictures in the Cook Islands Māori book. As you read, write up on the board any key Cook Islands Māori cultural terms that are included in the English version, for example, eg, 'ei, *katu*, *mākue*. At intervals, for



example, at the end of pages 6, 8, and 11, ask the students, “*Te pē‘ea ra ā ia?* /How is Gary feeling?”, and encourage them to reply, for example, “*ro‘iro‘i*/tired” or “*Te ro‘iro‘i ua ra āia*/He is tired.”

4. When you have finished reading, ask the students if they have any questions about the story. Discuss what happens in the story and why.
5. In groups, have the students make a flow chart of the events, beginning with Gary getting ready at the house. Discuss what happened first, in the middle, and at the end. How are these events like those at other celebrations that the students know about, for example, birthday parties? How are they different?
6. Talk about some of the roles of the family members, for example, his uncle, his aunties, his cousins, and his mum. How are these roles like those that students’ families take at birthday parties? How are they different?
7. Students complete Worksheet 1, which asks “How would you feel if you were: Gary? his mother? his auntie? Father Joachim? Gary’s cousins?”
8. In groups, the students role play the parts of the people in the story. They could add some some language when possible, for example, (Gary) “*‘E maromaroā au*/I feel sad”; (a cousin) “*‘E pongi au*/I feel hungry!”)

### **Suggestion**

This could be another opportunity for students to share their learning with younger students in the school. Consider presenting the story of “Gary’s Special Day” (or another similar story) as a short drama by the class. There’s no need to follow the book word for word; the students’ actions along with the Cook Islands Māori language that they know can tell the story, and perhaps a narrator could fill in any gaps.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned to:

- show and describe how participants in a Cook Islands celebration might feel.

# SUPPLEMENTARY MATERIAL:

## “Gary’s Special Day” sheet 1

13C

### GARY’S SPECIAL DAY

Today is Gary Terepō’s hair-cutting ceremony.

Up until now, Gary has never had his hair cut.

2

It has taken Gary and his family months  
to get ready. Their guests have come from  
the Cook Islands, Australia,  
and all over New Zealand.

3

Māmā Lucy helps to set up the hall.  
She prepares a special chair for Gary to sit on.  
It’s decorated with tivaevae (quilts),  
pūtē urunga (pillows),  
and kūtini (cushions).

4

Back at home, Māmā Feura and Auntie ‘Ina  
get Gary’s hair ready.

5

Once Gary’s hair is all tied up,  
he finishes getting dressed.  
He puts on an ‘ei katu (floral headpiece).  
Auntie ‘Ina made it for him.

6

When Gary arrives at the hall,

Uncle Joachim and Gary’s mum  
proudly lead him inside.

All the guests are waiting.

7

Gary sits on his special chair.  
Father Brookman says a prayer for him.  
Then he cuts the first mākave (lock).

8

Next, the guests take turns  
at cutting mākave too.  
They give pākoti rouru (donations) to Gary  
and his family as they do so.

9

Gary’s aunties are so happy  
they do an ‘ura tāmataora (dance)  
while they wait for their turn  
to cut a mākave.

10

# SUPPLEMENTARY MATERIAL:

## “Gary’s Special Day” sheet 2

13C

Once all the mākave have been cut,  
a special coconut frond (rito) hat is placed  
on Gary’s head.

Gary’s head feels light and funny.

He’s a bit sad that all his long hair is gone.

11

Then comes the moment his cousins  
always enjoy – the umukai (feast).

Before everyone eats, Gary says grace.

Uncle Robert says it with him.

12

There’s lots of food.

There’s ika (fish), moa (chicken),  
puaka (pork), and chop suey.

But Gary’s cousins enjoy the  
ice cream the most.

13

After the umukai, the tables are cleared  
from the middle of the hall.

It’s time for the gift-giving ceremony.

People give tivaevae, pūtē, urunga,  
kūtini, moenga (mats), and kāka’u moe (sheets).

14

Some families perform kapa rima (action songs).

The guests are so impressed with the kapa rima  
they break into song.

15

Finally, after all the laughter and excitement,  
everyone heads home with some of the food.

Now it’s just a matter of waiting  
for the next hair-cutting ceremony.

16

# WORKSHEET 1: HOW WOULD YOU FEEL IF ...

13C



Write a sentence in Cook Islands Māori describing how you think each person feels during the hair-cutting ceremony.

How would you feel if you were:

1. Gary?

---

2. His mother?

---

3. His auntie?

---

4. Father Joachim?

---

5. Gary's cousins?

---

# AUDIO TRANSCRIPT UNIT 13

13

## *Track 51 Vocabulary for Unit 13*

maromaroā  
ro'iro'i  
riri  
vera  
anu  
meitaki  
makimaki  
ākā

## *Track 52 Dialogue: How Do They Feel?*

Te pē'ea ana koe?  
'E kaki vai au. Te pē'ea ana koe?  
'E pongi au. Te pē'ea ana koe?  
'E vera au. Te pē'ea ana koe?  
'E anu au.

## *Track 53 Dialogue: Asking about Feelings and Responding*

Pē'ea koe?  
Meitaki, ma'ata. Te pē'ea ana koe?  
Te meitaki ua nei. Te pē'ea ana koe?  
Kāre au e meitaki ana.  
Te no'ono'o ua nei. Te mataora 'ua nei.  
'E ro'iro'i.  
'E maromaroā.  
'E ākā riri!  
'E vera au.  
'E anu au.

## *Track 54 Dialogue: Expressing How Others Are Feeling*

Te pē'ea ra a Tere?  
'Ākara'anga maromaroā a Tere.  
Te pē'ea ra āia?  
Te mataora ua ra āia.  
Kāre āia e mataora ana.  
'Ākara'anga mataora āia.

## SCENE 16

TEARIKI

We are going to win today!

Ka re matou a teia ra.

TUTERU

Your house team! I don't think so.

Toou pupu! Kare au i manako.

PERE

Ye,s our house team. I feel lucky today.

Ae, to matou pupu. E ra manuia teia noku.

TUTERU

You will need more than luck.

Ka anoano maata ia atu toou manuia.

PERE

Yes, talent, skills, and good looks! We have everything.

Ae, e karape kare e te manea. Tei a matou te au apinga katoatoa,

TUTERU

Except the trophy. We have that!

Kare ra e kapu. Tei a matou te reira!

MOEROA

Well, I'll be happy if either of you win.

Ae, inara ka mataora au me re mai teta'i ia korua.

INA

Yes, I am so excited. I have never seen a dance competition before.

Ae, rekareka au. Kare au i kite ake i teta'i tarere ura i mua ana.

### *After the competition*

MOEROA

That was an exciting competition.

Mataora tikai tarere ura.

INA

Yes, it was great.

Ae, apinga tikai.

TUTERU

Yes, it was GREAT!

Ae, e APINGA!

TEARIKI

Yeah. Great!

Ae. E apinga.

# Unit 14: 'Āpi'i (School)

14

## Theme

School

## Learning Outcomes

By the end of the unit, students will be able to:

- name subjects that they study at school;
- describe some of the jobs that people do in schools;
- say that they (or their partner) like or dislike subjects that they study at school;
- talk about times, days, and feelings in relation to different sports and subjects at school.

## Curriculum Links

- 1.6 use basic expressions to indicate time and place
- 2.1 identify people, places, and things
- 2.5 express interest and enjoyment
- 2.7 express their feelings, emotions, and needs
- 2.9 express concepts of ownership and relationship

## Revision

*feelings*

*sports*

*foods*

'āpi'i

school

mataora

reka

kāre

puka

Ko'ai au?

cheerful, happy

like

no

book

Who am I?

## Language Targets

tamariki

children,  
students

pū'āpi'i ma'ata

principal

pū'āpi'i

teacher

tauturu pū'āpi'i

teacher aide

tangata tiaki i te 'āpi'i

caretaker

tēkeretere

secretary

va'ine 'oko'oko kai

canteen lady

'āpi'i

to teach

tauturu

to help

'anga'anga

to work

tu'a

to serve

tatau (tatau puka)	reading
nūmero, 'āpi'i nūmero	maths
tātā	writing
'āpi'i 'akaketaketa	physical education
taieni	science
'āpi'i tūranga piri'anga	social studies
torō 'ē te pēni	art
'īmene 'ē te au 'apinga 'akatangitangi	music
te 'āpi'i ma'ani'anga 'apinga	technology
te reo Papa'ā	English

## Language Structures

E 'āpi'i ana au i te tamariki.	I teach the students.
E tauturu ana au i te pū'āpi'i.	I help the teacher.
E tu'a ana au i te kai.	I serve the food.
E 'anga'anga ana au i roto i te 'ōpati.	I work in the office.
E reka ana au i te tatau puka.	I like reading.
Kāre au e reka ana i te 'āpi'i nūmero.	I don't like maths.
Mataora au i te 'āpi'i nūmero i tēia pōpongi.	I enjoyed maths this morning.

## Cultural Aspects

Refer to Unit 7 for information about schools in the Cook Islands. Information about schools in the Cook Islands is also available on the DVD, so students will be able to compare schools in the Cook Islands with their own school in New Zealand.

New Zealand schools could contact Cook Islands schools direct.

## Teachers' Notes

The construction "E [verb] *ana* ..." indicates that the action is habitual. For example:

<i>E 'āpi'i ana au i te tamariki.</i>	I teach the students.
<i>E tauturu ana au i te pū'āpi'i.</i>	I help the teacher.



## The words for school subjects

Some people use transliterations of English words for school subjects (for example, ‘te reo Ingilisi” for “the English language”) and some people try to use authentic Cook Islands Māori as much as possible (for example, “te reo Papa‘ā” for “the English language”). The term “Ora ara tangata” which the teachers in the DVD writes on the board could be translated as either “Health” or “Social Studies”, so this resource uses a different term for “Social Studies”.

In this resource, we have retained transliterations that are very commonly used by teachers (*nūmero* and *taieni*). However, where there was not an accepted term, we have used a term in authentic Cook Islands Māori that covers the essential meaning of the subjects in the New Zealand Curriculum as well as possible. Some of these terms may be a bit long for daily use; for example, the term for music, which means “singing and musical instruments”, could be shortened to *‘imene* but users should be aware that the literal meaning would then be only “singing”.

### *Helping the teacher or the principal?*

In this resource, the term *tauturu pū‘āpi‘i* means “teacher aide”. However, this term can also mean “deputy principal”.

# UNIT 14: LESSON A

14A

## LEARNING OUTCOMES

The students will learn to:

- describe some of the jobs that people do in schools.

## RESOURCES

- Unit 14 DVD and transcript
- Unit 14 Audio CD and transcript
- OHT 1: Who am I?
- Worksheet 1: Who am I?

## LESSON OUTLINE

### *Introduction and Revision*

Revise saying how you feel by throwing a Koosh ball round the room or talking about the unit 13 flashcards for various emotions.

Share the learning outcomes for this lesson: the students will be learning to name the jobs people do at school.

### *Learning Activities*

1. As a class, brainstorm the various jobs of adults who work in schools.
2. Show the first section of Unit 14 of the DVD, where the studio crew act out some subjects and people at school. Ask the students to tick the two adults who they see in the DVD.
3. Introduce the Cook Islands Māori words for people who work at school, using the CD (track 55) and later on showing OHT 1 to support this.

tamariki	students
pū'āpi'i ma'ata	principal
pū'āpi'i	teacher
tauturu pū'āpi'i	teacher aide
tangata tiaki i te 'āpi'i	caretaker
tēkeretere	secretary
va'ine 'oko'oko kai	lunch/canteen lady

After this, they could watch the DVD again and call out the Cook Islands Māori words when they see the people. The teacher could freeze the picture and elicit language from students.

4. After listening to the new words a couple of times and repeating them along with the CD, volunteers can stand in front of the class and ask in Cook Islands Māori, “*Ko‘ai au?*”/Who am I?” before miming one of the new words for the class to guess. Alternatively, they could use the statements on the bottom of OHT 1 (and track 56 on the CD).

E ‘āpi‘i ana au i te tamariki.	I teach the students.
E tauturu ana au i te pū‘āpi‘i.	I help the teacher.
E tu‘a ana au i te kai.	I serve the food.
E ‘anga‘anga ana au i roto i te ‘ōpati.	I work in the office.

5. Students complete worksheet 1, working in pairs.
6. Divide the students into pairs. Have one person explain what someone does in a school and have the other person name the job in Cook Islands Māori. The students can then swap roles.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

**Today I learned:**

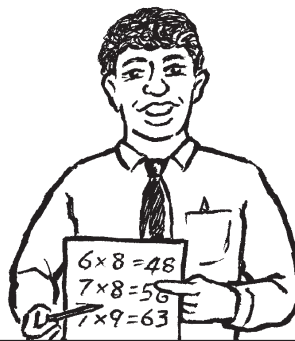
- to describe some of the jobs that people do in schools.

# OHT 1: Who am I?

14A



pū'āpi'i ma'ata  
principal



pū'āpi'i  
teacher



tauturu pū'āpi'i  
teacher aide



tangata tiaki i te 'āpi'i  
caretaker



tēkeretere  
secretary



va'ine 'oko'oko kai  
lunch/canteen lady



tamariki  
students

E 'āpi'i ana au i te tamariki.

E tauturu ana au i te pū'āpi'i.

E tu'a ana au i te kai.

E 'anga'anga ana au i roto i te 'ōpati.

I teach the students.

I help the teacher.

I serve the food.

I work in the office.

# WORKSHEET 1: WHO AM I?

14A



- Match the people to their jobs.

pū'āpi'i ma'ata

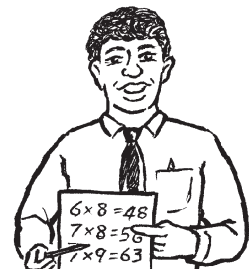
va'ine 'oko'oko kai

tangata tiaki i te 'āpi'i

tēkeretere

pū'āpi'i

tauturu pū'āpi'i



# UNIT 14: LESSON B

14B

## LEARNING OUTCOMES

The students will learn to:

- name subjects that they study at school;
- say that they (or their partner) like or dislike subjects that they study at school.

## RESOURCES

- Unit 14 DVD and transcript
- Unit 14 Audio CD and transcript
- OHT 1: At school
- Worksheet 1: Which subjects do they like?

## LESSON OUTLINE

### *Introduction and Revision*

Revise lesson A. In groups, practise the words for school jobs in Cook Islands Māori by asking and answering questions about people who do those jobs or by miming the various jobs in pairs.

Share the learning outcomes for this lesson: the students will learn how to say they like or dislike subjects that they study at school.

### *Learning Activities*

1. Show the DVD, asking the students to notice when they think the characters at Ina's school are discussing their school subjects. What did they think the characters were saying? Did the students pick up any new language?
2. Use the CD (track 55) with OHT 1 to introduce the new vocabulary (the words for school subjects). Listen again and repeat the words along with the CD.
3. Revise the expressions "*E reka ana au*/I like \_\_\_\_", and "*Kāre au e reka ana i te* /I don't like \_\_\_\_", talking about foods.
4. Use track 58 of the audio CD and Worksheet 1: the students hear four characters saying that they like a subject and dislike another one. They write the names on the worksheet in the "like" and "dislike" columns of subjects.
5. Have students listen to the CD (track 57), with OHT 1 to support them, and say aloud the statements below, filling in the names of the appropriate subjects.

*E reka ana au ...*

I like ...

*Kāre au e reka ana i te ...*

I dislike ...

6. Now ask the students to work with a partner to find out what their partner does and doesn't like studying at school. Share the information with another pair, each partner telling which subjects their partner does and doesn't like.
7. Class survey: Find out the most popular and least popular subjects by doing a class survey. Write the names of all the subjects on the whiteboard in Cook Islands Māori and put ticks and crosses by each subject, responding to the students' show of hands for each.

### ***Homework***

Using Worksheet 1 again, the students write three sentences for subjects they like and three for subjects they don't like.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- to name subjects that I study at school;
- to say that I (or my partner) like or dislike subjects that we study at school.

# OHT 1: At school

14B

tatau (tatau puka)

nūmero, 'āpi'i nūmero

tātā

'āpi'i 'akaketaketa

taieni

'āpi'i tūranga piri'anga

torō 'ē te pēni

'īmene 'ē te au 'apinga 'akatangitangi

te 'āpi'i ma'ani'anga 'apinga

te reo Papa'ā

reading

maths

writing

physical education

science

social studies

art

music

technology

English

E reka ana au i te ...

Kāre au e reka ana i te ...

I like ...

I dislike ...

E reka ana au i te tatau puka.

Kāre au e reka ana i te 'āpi'i nūmero.

Mataora au i te 'āpi'i nūmero  
i tēia pōpongi.

I like reading.

I don't like maths.

I enjoyed maths this morning.



# WORKSHEET 1: WHICH SUBJECTS DO THEY LIKE?

14B



- Listen to what the students on the CD (Manu, Tamati, Sarai, Kaivai, and Pere) say about the subjects at school that they like or dislike.



- Put their names into the LIKE or DISLIKE columns for the subjects they mention.

	LIKE	DISLIKE
tatau puka		
‘āpi‘i nūmero		
tātā		
‘āpi‘i ‘akaketaketa		
taieni		
torō ‘ē te pēni		
‘āpi‘i tūranga piri‘anga		
‘īmene ‘ē te au ‘apinga ‘akatangitangi		
te ‘āpi‘i ma‘ani‘anga ‘apinga		
te reo Papa‘ā		

# UNIT 14: LESSON C

14C

## LEARNING OUTCOMES

The students will learn to:

- talk about times, days, and feelings in relation to different sports and subjects at school.

## RESOURCES

- Unit 14 DVD and transcript
- Materials for making posters or picture stories.

## LESSON OUTLINE

### *Introduction and Revision*

Revise lesson B by asking students who catch the koosh ball to say that they like or dislike a school subject.

Share the learning outcomes for this lesson: the students will talk about what they do and how they feel at school, using the language for times and days of the week, sports, and feelings as well as for the subjects that they study at school

### *Learning Activities*

1. Show the DVD. Ask the students to identify any language that shows when the students learn different subjects and how they feel about them. (Note that when Pere talks about his “best” subject, this is not necessarily his “favourite” subject.)
2. Have the class, working individually or in pairs, make up their own posters or picture stories that include a subject or sport, the time it takes place, and a feeling about it. For example, the text for a poster with a picture of someone reading could be: “*I te ora tatau/It’s reading time*” “*Te mataora ua nei/I’m happy!*” “*E reka ana au i te tatau puka/I like reading*”. Or a comic strip could show a student first joining a phys ed group, with a speech bubble saying “*E ora ‘āpi’i ‘akaketaketa/It’s phys ed time*”. The next picture could show the student running and saying “*Ka ‘oro au/I go for a run*”, and the next could show the student sweating and saying “*E vera au/I’m hot!*”.
3. Play “*Ea’a te ora, Pū’āpi’i?*” (What’s the time, Teacher?) with the students. This is based on “What’s the time, Mr Wolf?”. All the players except the one at the front who is who is Pū’āpi’i chant together “*Ea’a te ora, Pū’āpi’i?*” and the Pū’āpi’i answers with times like “*E ora nga’uru – E ora ‘āpi’i ‘akaketaketa*” (10 o’clock – phys ed time) or “*E ora rua – E ora torō ‘ē te pēni*” (2 o’clock – art time). Each time, the players must take one step closer to the Pū’āpi’i, acting out the subject referred to. But when the Pū’āpi’i finally says “*E ora toru – E ora kainga*” (3 o’clock – home time), the students all run away. The first one that the Pū’āpi’i catches becomes the next Pū’āpi’i.

*Variation:* This could be played using days of the week, with the players asking “Ea’a tēia rā?/What day of the week is it?” and the Pū’āpi’i answering with a day and a subject or sport for that day. (The cue for running away could be mention of either Friday or Saturday.)

4. In groups, the students could script and role-play a school story to record on audio or video tape and share with the other groups.

### ***Extension suggestion***

Some schools might like to make contact with a school in the Cook Islands. Look on the Internet and have the teacher make first contact via email to see if they would like to either communicate with the students via a class email address, or if they would be willing to receive letters in the post. Students could put in a photo, introduce themselves in Cook Islands Māori, and discuss what they do at their school and how they feel about different sports and subjects.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- to talk about when I do subjects and sports at school and how I feel about them.

## Track 55 Vocabulary for Unit 14

tamariki  
 pū'āpi'i ma'ata  
 pū'āpi'i  
 tauturu pū'āpi'i  
 tangata tiaki i te 'āpi'i  
 tēkeretere  
 va'ine 'oko'oko kai  
 'āpi'i  
 tauturu  
 'anga'anga  
 tu'a  
 tatau  
 nūmero, 'āpi'i nūmero  
 tātā  
 'āpi'i 'akaketaketa  
 taieni  
 'āpi'i tūranga piri'anga  
 torō 'ē te pēni  
 'imene 'ē te au 'apinga 'akatangitangi  
 te 'āpi'i ma'ani'anga 'apinga  
 te reo Papa'a

## Track 56 Dialogue: Who am I?

Ko'ai ia?  
 E 'āpi'i ana au i te tamariki. (Repeats)  
 E tauturu ana au i te pū'āpi'i. (Repeats)  
 E tu'a ana au i te kai. (Repeats)  
 E 'anga'anga ana au i roto i te 'ōpati. (Repeats)

## Track 57 Dialogue: At School

'E reka ana au i te tatau puka.  
 Kāre au 'e reka ana i te 'āpi'i nūmero.  
 Mataora au i te 'āpi'i nūmero i tēia pōpongi.

## Track 58 Dialogue: Which Subjects Do They Like?

KAIVAI: Ko Kaivai tōku ingoa. 'E reka ana au i te tātā. Kāre au 'e reka ana i te 'āpi'i nūmero. (Repeats)  
 TAMATI: Ko Tamati tōku ingoa. 'E reka ana au i te taieni. Kāre au 'e reka ana i te 'āpi'i tūranga piri'anga. (Repeats)  
 SARAI: Ko Sarai tōku ingoa. 'E reka ana au i te 'āpi'i nūmero. Kāre au 'e reka ana i te reo Papa'a. (Repeats)  
 PERE: Ko Pere tōku ingoa. 'E reka ana au i te tatau puka. Kāre au 'e reka ana i te 'āpi'i ma'ani'anga 'apinga. (Repeats)  
 MANU: Ko Manu tōku ingoa. 'E reka ana au i te 'imene 'ē te au 'apinga 'akatangitangi. Kāre au 'e reka ana i te 'āpi'i 'akaketaketa. (Repeats)

## SCENE 17

MR TANGAROA

OK, homework is on the board. Maths homework due on Wednesday, English homework due on Thursday, science homework on Friday. And remember your social studies assignment is due in next week, on Monday! I *know* you all like doing homework, so no moaning, just do it! Good afternoon Room 5! Ae, *tei runga* ta kotou apii ngutuare i te papa tata. Kia oti ta kotou apii numero a te Ruitoru, apii reo Papaa a te Paraparau, taieni a te Varaire. E akamaara kotou kia oti ta kotou apii oraanga tangata a teia epetoma ki mua, Monite. Kua kite au e, e reka ana kotou i te apii ngutuare, no reira auraka e kopekope, rave ua ia. Aere ra, e te pia rima!

ALL

Good afternoon Mr Tangaroa/See you tomorrow/etc.  
E noo ra e Tangaroa Tane/Ka oravei tatou apopo/etc.

MR TANGAROA

Please stand.

E tu ra ki runga.

TEARIKI

I like doing homework.

E reka au i te apii ngutuare.

MOEROA

Yeah, right.

Me e tika.

TEARIKI

I do, it's just thinking about it that's hard.

Ka rave au, tera ua ko te manakoanga te mea teimaa.

MOEROA

Thinking about anything is hard for you!

Ko te manakoanga te mea teimaa ai ia koe!

INA

Well, I like English homework, but I don't like maths homework.

Inā, e reka ana au i te reo Papaa i te apii ngutuare, inara kare au e reka ana i te apii numero no te ngutuare.

PERE

I can help you with maths.

Ka rauka iaku i te tauturu ia koe no te apii numero.

MOEROA

Yeah right!

Me e tika!

PERE

I can help. Maths is my best subject.

Ka rauka ia ku te tauturu. E apii numero taku apii meitaki roa atu.

MOEROA

Maths is your best subject?

E numero taau apii meitaki roa atu?

PERE

Yes, definitely, no doubt, that's the one. When it comes to maths, I'm the man!

Ae, papu tikai, kare e ekoko. Me tae mai ki te apii numero, ko au tikai te tangata!

# Unit 15: Ngutu‘are (Home)

15

## Theme

Home

## Learning Outcomes

By the end of the unit, students will be able to:

- give the names of the rooms of a house in Cook Islands Māori;
- name some household furnishings and furniture and say where they are;
- describe houses, rooms, and furniture in terms of colours and positions.

## Curriculum Links

- 1.6 use basic expressions to indicate time and place;
- 1.7 use basic expressions for shapes, sizes, weights, and colours;
- 2.4 ask others to do something;
- 2.8 express concepts of amount;
- 2.9 express concepts of ownership and relationship;
- 2.10 express concepts of quality.

## Revision

*colours*

*inside, outside, etc.*

no‘o‘anga	chair
kaingākai	table, desk
ngūtupa	door
māramarama	window
vairanga tītā	rubbish bin

## Language Targets

ngutu‘are	home, household
pi‘a moe	bedroom
pi‘a tunu kai	kitchen
pi‘a kaikai	dining room
pi‘a no‘ono‘o	lounge, sitting room
‘are meangiti	toilet

pi'a pā'i	bathroom
pi'a pu'a kākā'u	laundry
ro'i	bed
'apinga tāmā'ana'ana	heater
tivi	TV, TV set
umu (papa'ā)	stove (a modern stove or oven, not an earth oven)
ārai māmaramama	curtains
'āriki kaingākai	tablecloth
tēia	this (by me)
tēnā	that (by you)
tērā	that (over there)

## Language Structures

'E pi'a moe tēia.	This is the bedroom.
Ko tōku pi'a moe tēia.	This is my bedroom.
Nō Pāpā 'ē Māmā tēia pi'a.	This is Mum and Dad's room.
'E pi'a pā'i tēia.	This is the bathroom.
'E pi'a pā'i tērā.	That (over there) is the bathroom.
'E pi'a pā'i tēnā.	That (by you) is the bathroom.
Tei 'ea te no'o'anga?	Where is the chair?
Tērā te no'o'anga.	There is the chair.
Tei roto te no'o'anga i te pi'a tunu kai.	The chair is in the kitchen.
Tei 'ea te 'āriki kaingākai?	Where is the tablecloth?
Tei runga i te kaingākai.	It is on the table.
'Ea'a te kara o te ārai māmaramama?	What colour is the curtain?
'E muramura te ārai māmaramama.	The curtain is red.

## Cultural Aspects

This unit is not about traditional houses in the Cook Islands. The language activities are based on the idea of talking about modern houses and what is in them. However, the students could look at the pictures of houses in Tupu books set in the Cook Islands and notice anything that indicates their Cook Islands culture, such as *tivaevae* or *'ei*.

Most people in the Cook Islands live in villages. People take great pride in keeping their lawns neat – it's important not to leave rubbish lying around – a discarded drink can could fill with rainwater and become a breeding ground for mosquitoes.

It's so hot most of the year, in the Cook Islands, that often the whole family sleep out on the verandah together, where the gentle sea breezes keep them cool. Many families sleep on mats on the ground and pull a *pareu* (a length of cloth that can be used as a sheet or a wrap) over them. The verandah offers both fresh air at night and shade during the day, so the families do many things there.

## Teachers' Notes

This unit includes the other two “this/that” terms that go with the now familiar *tēia*.

<i>tēia</i>	here, this, by me
<i>tēnā</i>	there, that, by you
<i>tērā</i>	that, over there

### *Sleeping place*

Note that the word *pi'a* can only be used for a room inside a house. The place where Moeroa's brothers sleep, on the DVD, is not really a bedroom (*pi'a moe*) but a sleeping place (*ngā'i moe*), in spite of the fact that the girls call it a *pi'a*.



# UNIT 15: LESSON A

15A

## LEARNING OUTCOMES

The students will learn to:

- say the names of the rooms of a house in Cook Islands Māori.

## RESOURCES

- Unit 15 DVD and transcript
- Unit 15 Audio CD and transcript
- OHT 1: My House
- OHT 2: Moeroa's House
- Worksheet 1: Houses.

## LESSON OUTLINE

### *Introduction and Revision*

Revise the language about school subjects by going round the class. Start on one side of the classroom and work round, with every first student saying a subject they like and every other student saying one they dislike.

Share the learning outcomes for this lesson: the students will learn the names of the rooms of a house in Cook Islands Māori.

### *Learning Activities*

1. Show unit 15 DVD, asking the students to look for the name of rooms in a house.
2. Listen to and say the Cook Islands Māori words for various rooms, using OHT 1 and tracks 59 and 60 of the CD.
3. Replay the DVD scene where Moeroa shows us some rooms in her Cook Islands house, for example, by saying “*Te pi’a tunu kai*/Here is the kitchen”. The house plan is on OHT 2, with each room labelled, including some that Moeroa hasn’t named. Then have students repeat the room names.
4. Have the students fill in the rooms on Worksheet 1, following the instructions.
5. They can then draw a quick plan of their own home and label each room in Cook Islands Māori. They can then show a partner around “their house”. To make it more fun, students can then erase the labels and ask another student to fill them in.

### *Evaluation*

Have the students fill in checklists similar to the model below.

Today I learned:

- to say the names of the rooms of a house in Cook Islands Māori.

# OHT 1: My house

15A

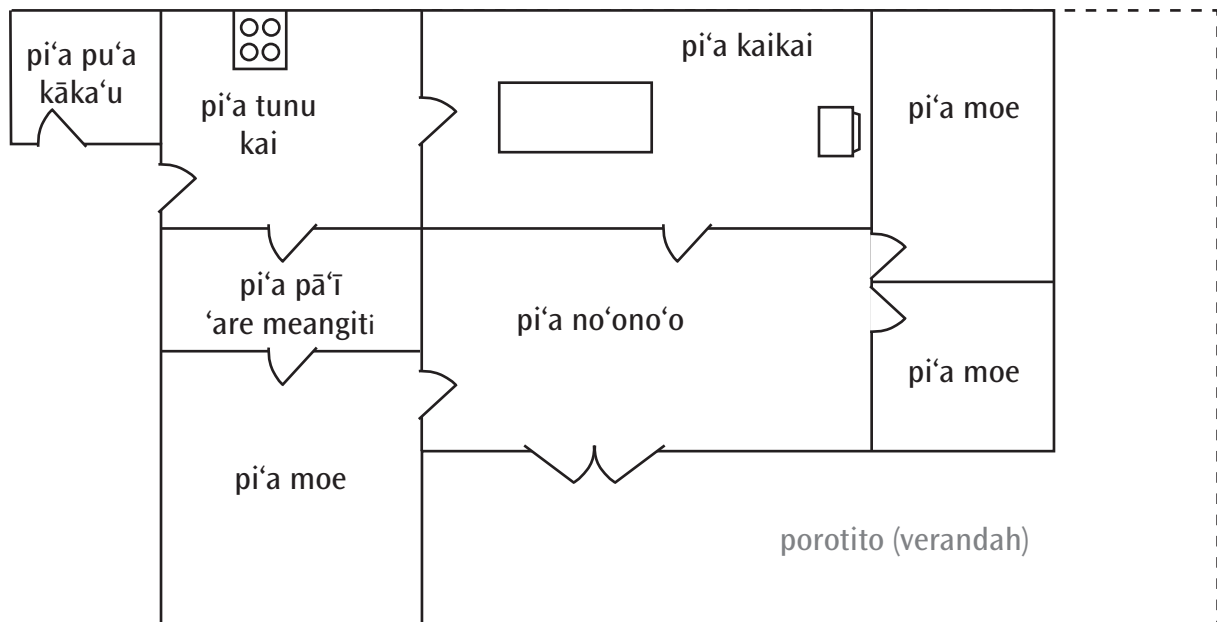
ngutu‘are	home, household
pi‘a moe	bedroom
pi‘a tunu kai	kitchen
pi‘a kaikai	dining room
pi‘a no‘ono‘o	lounge, sitting room
‘are meangiti	toilet
pi‘a pā‘i	bathroom
pi‘a pu‘a kāka‘u	laundry

‘E pi‘a moe tēia.	This is the bedroom.
Ko tōku pi‘a moe tēia.	This is my bedroom.
Nō Pāpā ‘ē Māmā tēia pi‘a.	This is Mum and Dad’s room.
‘E pi‘a pā‘i tēia.	This is the bathroom.
‘E pi‘a pā‘i tērā.	That (over there) is the bathroom.
‘E pi‘a pā‘i tēnā.	That (by you) is the bathroom.

# OHT 2: Moeroa's house

15A

ngutu'are	home, household
pi'a moe	bedroom*
pi'a tunu kai	kitchen
pi'a kaikai	dining room
pi'a no'ono'o	lounge, sitting room
'are meangiti	toilet
pi'a pā'i	bathroom
pi'a pu'a kāka'u	laundry



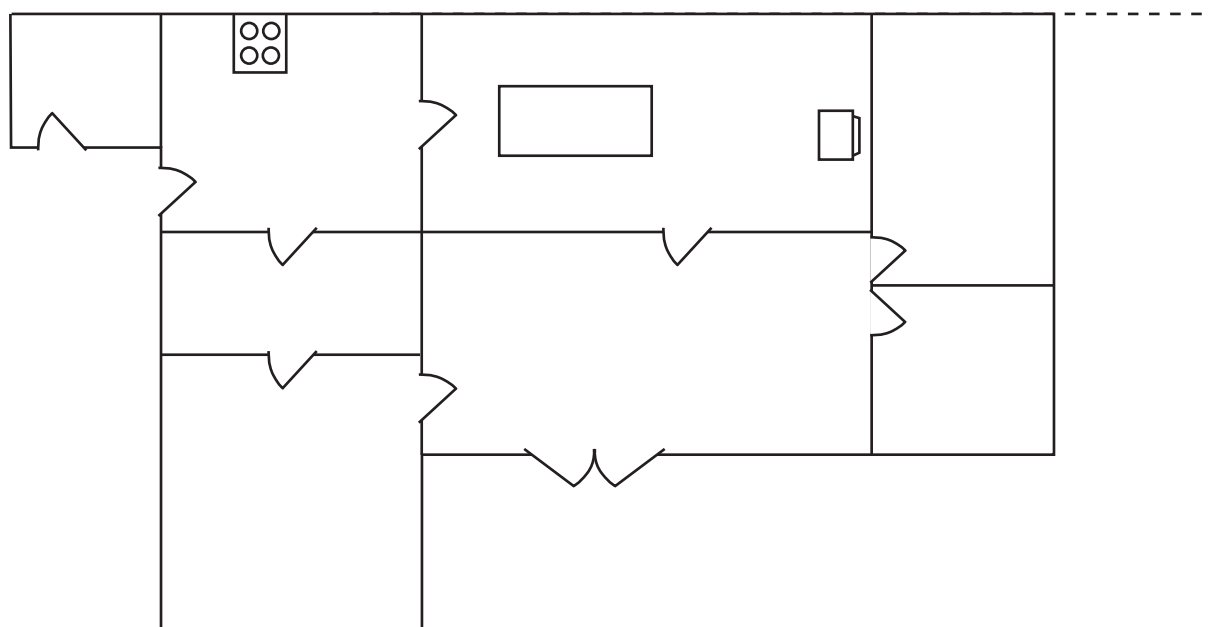
\* Note that in the house on the DVD, the “boys’ bedroom” is not really a room – the boys sleep on the verandah

# WORKSHEET 1: HOUSES

15A

## Activity

Look at the pictures of the rooms and label each one.



# UNIT 15: LESSON B

15B

## LEARNING OUTCOMES

The students will learn to:

- name some household furnishings and furniture and say where they are.

## RESOURCES

- Unit 15 DVD and transcript
- Unit 15 and unit 7 Audio CD and transcripts
- OHT 1: In a house
- OHT 2: Language structures
- Worksheet 1: Where is it?
- Activity sheet 1: Where is it?
- Small pieces of paper with names of furniture written on them in Cook Islands Māori and a hat or box.

## LESSON OUTLINE

### *Introduction and Revision*

Revise lesson A by having the students compare their house plans in pairs.

Share the learning outcomes for this lesson: the students will be learning to describe household furniture and appliances in Cook Islands Māori.

### *Learning Activities*

1. Show Unit 15 DVD, asking the students to look for the names of household furnishings and for language that tells where they are.
2. Use track 61 of the CD and OHT 1 to introduce the words for bed, heater, TV set, stove, curtains, and tablecloth. They can also use track 37 to revise some familiar words.
3. Use track 62 of the CD and OHT 2 to introduce and practise the statements:

Tei 'ea te no'o'anga?

Where is the chair?

Tērā te no'o'anga.

There is the chair.

Tei roto te no'o'anga i te pi'a tunu kai.

The chair is in the kitchen.

Tei 'ea te 'āriki kaingākai?

Where is the tablecloth?

Tei runga i te kaingākai.

It is on the table.

4. In pairs, have the students use Worksheet 1 to ask and answer questions to say what furniture or furnishings are in each room. They could add more furniture to some rooms.
5. Have the students complete the sentences on Activity sheet 1.
6. Have available a hat or box with small pieces of paper with names of furniture or furnishings written on them in Cook Islands Māori and some magazines with pictures of houses and furnishings in them. The students draw out a paper with the name of a piece of furniture, read it aloud, and then point to the picture of it, saying “Tērā te \_\_\_\_ / There is the \_\_\_\_”. The class decides if the answer is correct or not.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

**Today I learned:**

- to name household furnishings and furniture and to say where they are.

# OHT 1: In a house

15B

ro‘i	bed
‘apinga tāmā‘ana‘ana	heater
tīvī	TV, TV set
umu (papa‘ā)	stove (a modern stove or oven, not an earth oven)
ārai māramarama	curtains
‘āriki kaingākai	tablecloth

## *Revision*

ngūtupa	door
māramarama	window
vairanga tītā	rubbish bin
no‘o‘anga	chair
kaingākai	table

## OHT 2: Language structures

15B

Tei 'ea te no'o'anga?

Where is the chair?

Tērā te no'o'anga.

There is the chair.

Tei roto te no'o'anga i te pi'a tunu kai. The chair is in the kitchen.

Tei 'ea te 'āriki kaingākai?

Where is the tablecloth?

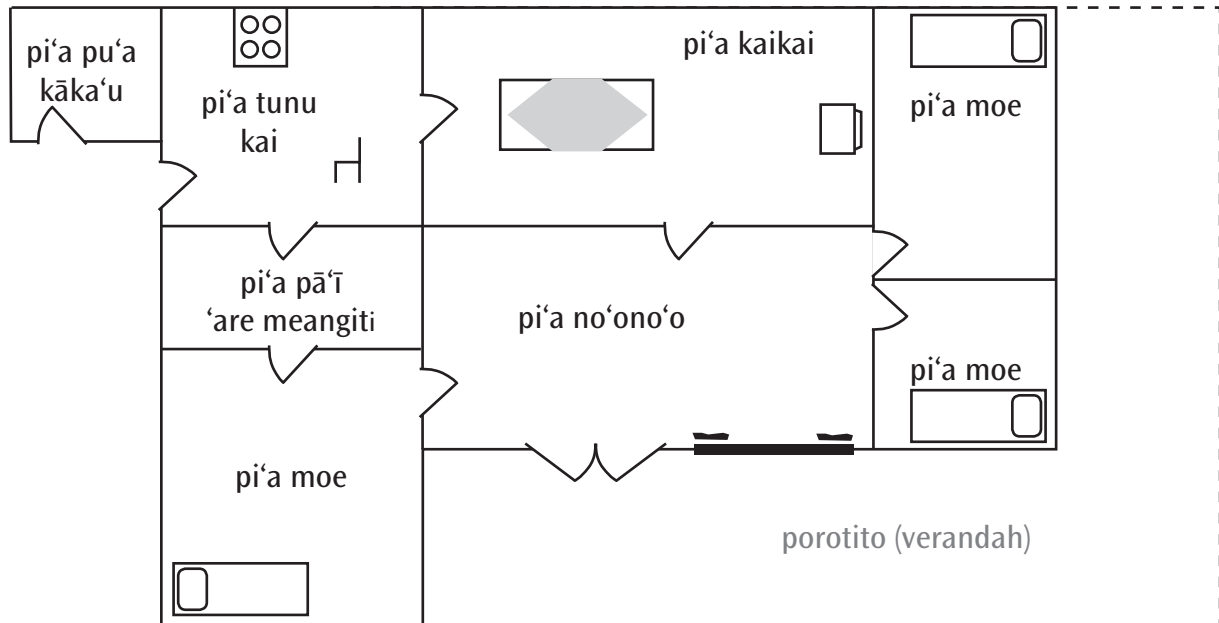
Tei runga i te kaingākai.

It is on the table.



# WORKSHEET 1: WHERE IS IT?

15B



pi'a moe	bedroom
pi'a tunu kai	kitchen
'are meangiti	toilet
pi'a pa'i	bathroom
pi'a pu'a kaka'u	laundry

## Activity

Use the following structures to talk about the pictures.

Tei 'ea te no'o'anga?

Where is the chair?

Tērā te no'o'anga.

There is the chair.

Tei roto te no'o'anga i te pi'a tunu kai.

The chair is in the kitchen.

Tei 'ea te 'āriki kaingākai?

Where is the tablecloth?

Tei runga i te kaingākai.

It is on the table.

# ACTIVITY SHEET 1: WHERE IS IT?

15B

- Look at the picture on Worksheet 1 and write sentences about where things are in the house.

1. Tei roto te umu i te pi'a tunu kai.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# UNIT 15: LESSON C

15C

## LEARNING OUTCOMES

The students will learn to:

- describe houses, rooms, and furniture in terms of colours and positions.

## RESOURCES

- Unit 15 DVD and transcript
- Unit 15 Audio CD and transcript
- OHT 1: What colour is it?
- Resources that show the interiors of the houses of Cook Islands people both in New Zealand (for example, *Isabelle's Wedding*, *Ko Te Porotaka*, *Te Rā Ma'ata o Kare*, *'E Tivaevae nō Rōpati*, and in the Cook Islands – for example, *A Gift for Aunty Ngā*).
- Worksheet 1: Interior design
- Worksheet 2: Wordfind
- Teacher checksheet 1: Wordfind
- Worksheet 3: Crossword
- Teacher checksheet 2: Crossword solution

## LESSON OUTLINE

### ***Introduction and Revision***

Revise lesson B (and unit 7) by having the students ask and answer questions about household and classroom furniture, such as “*Tei 'ea te roi?*”/Where is the bed?” and “*Tei 'ea te vairanga tītā?*”/Where is the rubbish bin?”

Share the learning outcomes for this lesson: the students will learn to describe houses and household furnishings in terms of sizes and colours

### ***Learning Activities***

1. Show the DVD again. In groups, ask the students to discuss what special features they notice about the house. Revise the colour words the students learnt in unit 5, using flashcards with the words and pointing to differently coloured items.
2. Use track 63 of the CD (with OHT 1) to support students in saying aloud sentences like:

‘Ea’a te kara o te ārai māramarama?

What colour is the curtain?

E muramura te ārai māramarama.

The curtain is red.

3. The students now become Interior Designers, working in pairs. They have crayons or colouring pencils and a copy each of Worksheet 1 with a “3D” cutaway picture of the interior of a room. The students hide their Worksheet from their partners and draw in a chair, curtains, table, TV, and so on for any room they like and in any colour they like. They then ask each other about their room, for example: “*‘Ea’a te kara o te ārai māramarama?*”/What colour is the curtain?”
4. The students can now do the wordfind and crossword on Worksheets 2 and 3.
5. Ask the students to look through the pictures of rooms in the resources and write statements, in Cook Islands Māori, about where furniture is and what colour it is. They then share their work in groups. The others in the group could guess which pictures they have described.

### ***Extension Activity***

There may be somebody in the local Cook Islands community who could visit the class and bring some *tīvaevae* or other traditional artefacts to show and discuss.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- to describe houses, rooms, and furniture in terms of colours and positions.

# OHT 1: What colour is it?

15C

‘Ea‘a te kara o te ārai māramarama?

What colour is the curtain?

‘E muramura te ārai māramarama.

The curtain is red.

‘Ea‘a te kara o te kaingākai?

What colour is the table?

‘E paraoni te kara o te kaingākai.

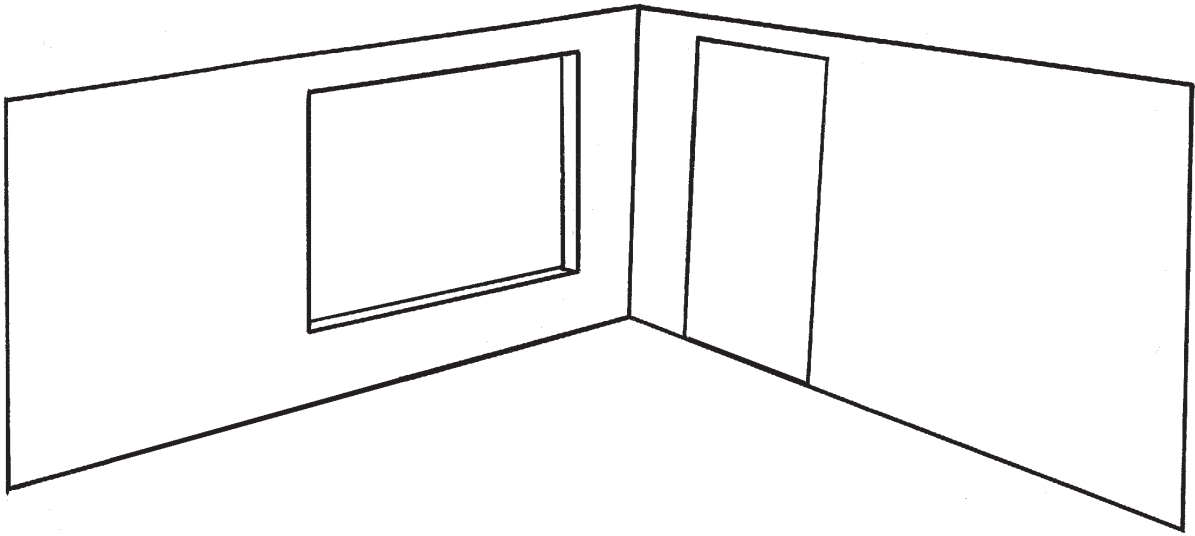
The table is brown.

‘Ea‘a te kara o te ngūtupa?

What colour is the door?

‘E teatea te ngūtupa.

The door is white.



# WORKSHEET 2: WORDFIND

15C

- Circle the hidden words for furniture and appliances. One has been done for you.
- Compare your answers with your partner when you have finished.

‘	o	u	p	ū	e	ng	‘	m	ū	p	e	p
a	k	‘	a	r	e	m	e	a	ng	i	t	i
r	ng	p	i	‘	a	t	u	n	u	k	a	i
i	v	e	ū	p	v	k	ī	r	o	v	m	n
k	i	n	o	‘	o	‘	a	ng	a	p	v	ē
i	ē	ng	v	o	k	i	n	e	‘	k	m	ā
k	o	v	p	ū	e	ng	‘	m	ū	p	e	p
a	m	ē	p	‘	ng	a	n	ā	k	ī	e	i
i	k	i	ā	p	o	k	ng	o	i	k	p	‘
ng	a	i	t	a	m	a	a	n	a	a	ng	a
ā	k	o	m	p	a	i	ng	o	o	p	v	p
k	i	ī	ng	r	o	‘i	i	n	ū	i	k	ā
a	e	u	p	r	ē	k	i	r	m	o	o	‘
i		m	ā	p	k	ng	t	i	v	i	r	ī
k	e	u	m	p	i	‘	a	m	o	e	i	o

# TEACHER CHECKSHEET 1: WORDFIND

15C

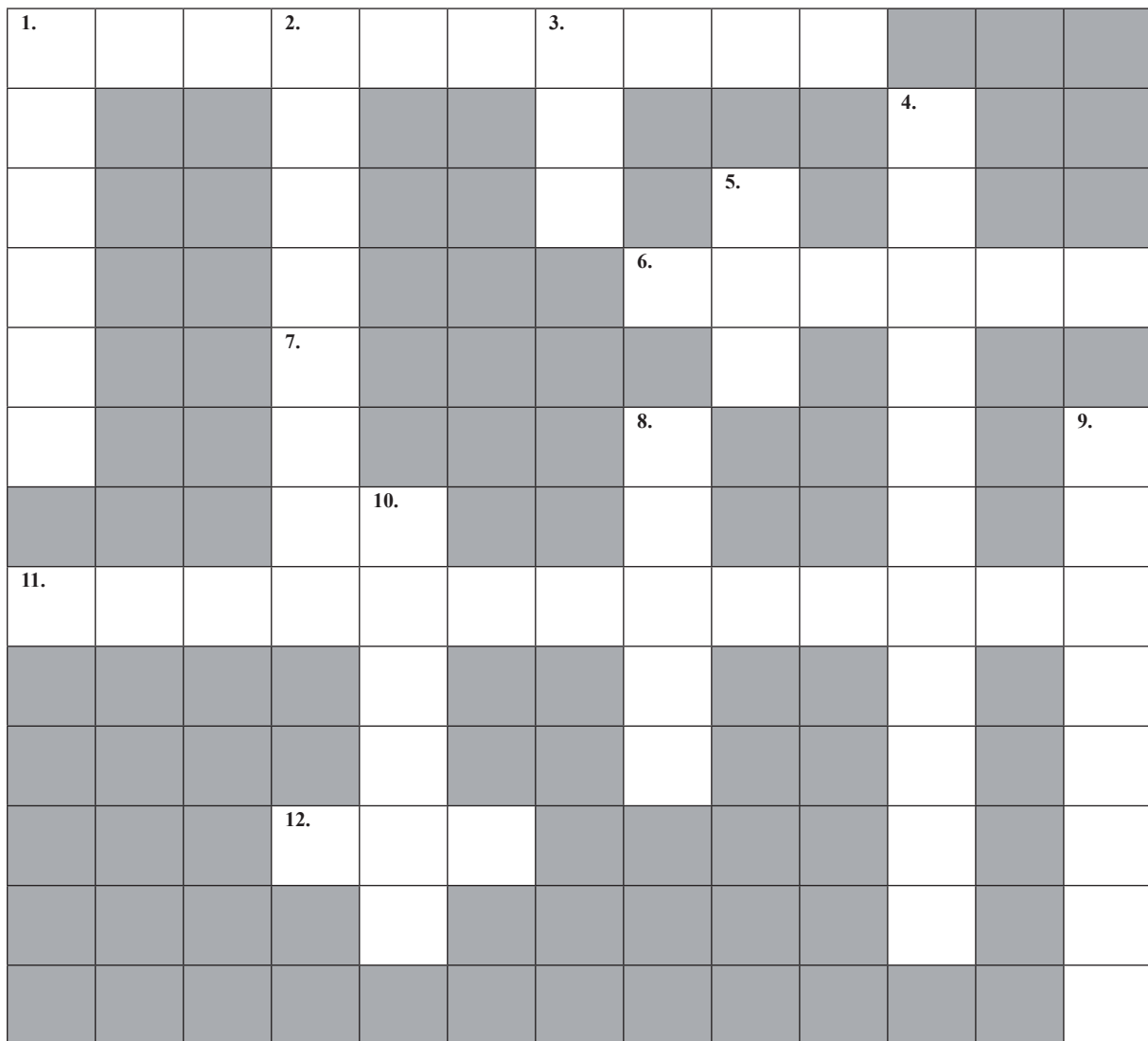
- Circle the hidden words for rooms, furniture, and appliances. One has been done for you.
- Compare your answers with your partner when you have finished.

‘	o	v	p	ū	e	ng	‘	m	ū	p	e	p
a	k	‘	a	r	e	m	e	a	ng	i	t	i
r	ng	p	i	‘	a	t	u	n	u	k	a	i
i	v	e	ū	p	v	k	ī	r	o	v	m	n
k	i	n	o	‘	o	‘	a	ng	a	p	v	ē
i	ē	ng	v	o	k	i	n	e	‘	k	m	ā
k	o	v	p	ū	e	ng	‘	m	ū	p	e	p
a	m	ē	p	‘	ng	a	n	ā	k	ī	e	i
i	k	i	ā	p	o	k	ng	o	i	k	p	‘
ng	t	ā	m	ā	‘	a	n	a	‘	a	n	a
ā	k	o	m	p	a	i	ng	o	o	p	v	p
k	i	ī	ng	r	o	‘	i	n	ū	i	k	ā
a	e	u	p	r	ē	k	i	r	m	o	o	‘
i		m	ā	p	k	ng	t	ī	v	ī	r	ī
k	e	u	m	p	i	‘	a	m	o	e	i	o



# WORKSHEET 3: CROSSWORD

15C



## CLUES

Note: Glottal stops are in the same square as the vowel that follows, e.g., [a].

### ACROSS

1. This is my favourite room because I love food.

6. I sit on this.

11. This covers the table.

12. Same as 5 down.

### DOWN

1. This is where we brush our teeth.

2. We watch the news on this.

3. We bake cakes in this.

4. This is where we wash our clothes.

5. I have to make this every day.

7. The \_\_\_\_ māramarama keep out the light.

8. The \_\_\_\_ tāma'ana'ana keeps us warm.

9. This is what we sit around for dinner.

10. This is where I sleep.

# CHECKSHEET: CROSSWORD SOLUTION

15C

p	i	‘a	t	u	n	u	k	a	i			
i			ī			m				p		
‘a			v			u		r		i		
p			ī				n	o	‘o	‘a	ng	a
ā		ā						‘i		p		
‘ī		r					‘a			u		k
		a		p			p			‘a		a
‘ā	r	i	k	i	k	a	i	ng	ā	k	a	i
				‘a			ng			ā		ng
				m			a			k		ā
			r	o	‘i					a		k
				e						‘u		a
												i

# AUDIO TRANSCRIPT UNIT 15

15

## *Track 59 Vocabulary for Unit 15*

ngutu'are  
pi'a moe  
pi'a tunu kai  
pi'a kaikai  
pi'a no'ono'o  
'are meangiti  
pi'a pā'i  
pi'a pu'a kāka'u  
tēia  
tēnā  
tērā

## *Track 60 Dialogue: My House*

'E pi'a moe tēia.  
Ko tōku pi'a moe tēia.  
Nō Pāpā 'ē Māmā tēia pi'a.  
E pi'a pā'i tēia. E pi'a pā'i tērā. E pi'a pā'i tēnā.

## *Track 61 Vocabulary: In a House*

ro'i  
'apinga tāmā'ana'ana  
tīvī  
umu  
ārai māmaramama  
'āriki kaingākai

## *Track 62 Dialogue: Talking about Furniture*

Tei 'ea te no'o'anga?  
Tērā te no'o'anga. Tei roto te no'o'anga i te pi'a tunu kai.  
Tei 'ea te 'āriki kaingākai?  
Tei runga i te kaingākai.

## *Track 63 Dialogue: What Colour Is It?*

'Ea'a te kara o te ārai māmaramama?  
'E muramura te ārai māmaramama.  
'Ea'a te kara o te kaingākai?  
'E paraoni te kara o te kaingākai.  
'Ea'a te kara o te ngūtupa?  
'E teatea te ngūtupa.

## SCENE 18

INA

Mum wants to know about the house here in Rarotonga.

Ka inangaro a Mama i te kite i te tu o te are i Rarotonga nei.

MOEROA

You can take some photos and send them to her. E nenei koe i teta'i au tutu e tuku ki a ia.

INA

Good idea!

Manako meitaki tena!

MOEROA

The kitchen!

Te pia tunu kai!

INA

The kitchen!

Te pia tunu kai!

MOEROA

Check! The bathroom!

Akara ia! Te pia pai!

INA

The bathroom!

Te pia pai!

INA

Check! Our bedroom!

Akara ia! To tatou pia moe!

MOEROA

The boys' room ... Yuck!

Te pia o te au tamaroa ... E repo tikai!

INA

Yes, the boys' room. Yuck!

Ae e repo te pia o te au tamaroa.

MOEROA

Our house!

To matou are!

INA

Yes, our house!

Ae, to matou are!

*Teariki and Tuteru come running past, tossing a rugby ball.*

MOEROA

Hey! You two go and tidy your room!

Oi! Aere tama ia to korua pia moe!

# Unit 16: ‘Oko‘oko (Shopping)

16

## Theme

Shopping

## Learning Outcomes

By the end of this unit, students will be able to:

- discuss shopping in the Cook Islands (in English);
- ask to buy a food item;
- reply to such a request;
- ask whether a salesperson has specific food items at their shop or stall;
- respond to such a question;
- ask how much something costs;
- say how much something costs.

## Curriculum Links

- 1.1 use everyday expressions to greet, farewell, and thank people;
- 1.5 use basic words and expressions for numbers;
- 1.7 use basic words and expressions for shapes, sizes, weights, and colours;
- 1.9 ask for repetition, clarification, or help;
- 1.10 briefly express their wants or needs ...;
- 2.1 identify people, places, and things;
- 2.3 offer, accept, refuse, and deny things;
- 2.4 ask others to do something;
- 2.6 describe food, drinks, and meals;
- 2.8 express concepts of amount;
- 2.10 express concepts of quality.

## Revision

nūmero	<i>numbers</i>
kai	<i>foods</i>
Ka ‘inangaro au ...	I want ...
‘āe	yes
kāre	no

## Language Targets

tene	cent
tārā	dollar
‘oko	to buy or sell

## Language Structures

Ka ‘inangaro au i te ‘oko ‘ānani.	I want to buy some oranges.
‘Āe! Tēnā mai.	Yes! Here you are.
‘E _____ tā‘au?	Do you ( <i>one person</i> ) have any _____?
‘Āe, e _____ tāku.	Yes, I do have some _____.
‘E tuka tā‘au?	Do you have any sugar?
‘Āe, e tuka tāku.	Yes, I have some sugar.
Kāre, kāre āku.	No, I don’t.
‘Ē‘ia _____ i roto i te kete?	How many _____ in the basket?
‘Ē _____ i roto i te kete.	There are _____ in the basket.
‘Ē‘ia ‘āpara i roto i te kete?	How many apples in the basket?
‘Ē ono ‘āpara i roto i te kete.	There are six apples in the basket.
‘Ea‘a te moni i tērā?	What does that cost?
‘E toru tārā ‘ē rua ngā‘uru tene.	That will cost 3 dollars and 20 cents.

### Extension

‘E _____ ta kōrua/kōtou?	Do you ( <i>two/more people</i> ) have any _____?
‘Āe, _____ ta māua/mātou.	Yes, we do have some _____.
Kāre, kāre a māua/mātou.	No, we don’t.

## Cultural Aspects

Going shopping with your family or by yourself is a life skill. In the Cook Islands, there are various markets and shops. At these markets, families sell their own items. In New Zealand, we have markets and supermarkets where we can buy things.

## Teachers’ Notes

Note the structure for using numbers with dollars and cents:

‘E toru tārā ‘ē rua ngā‘uru tene. That will cost 3 dollars and 20 cents.

Refer back to unit 2 for teachers’ notes on *kōrua/kōtou* and *māua/mātou*.

# UNIT 16: LESSON A

16A

## LEARNING OUTCOMES

The students will learn:

- about shopping in the Cook Islands;
- to ask to buy a food item;
- to reply to such a request.

## RESOURCES

- Unit 16 DVD and transcript
- Unit 16 Audio CD and transcript
- OHT 1: At the shops
- Worksheet 1: What did they want to buy?
- Worksheet 2: At the shops
- Food flashcards from Unit 9.

## LESSON OUTLINE

### *Introduction and Revision*

Revise names of rooms and furniture by asking for volunteers to describe what could be found in their homes. Students could also revise “I like/dislike...” talking about things in their home.

Share the learning outcomes for this lesson: the students will learn about Cook Islands markets and supermarkets. They will also learn how to ask for an item and respond to a request for an item.

### *Learning Activities*

1. In groups, the students discuss who does the food shopping for their families and where they go to shop.
2. Show the DVD. Ask the students to look out for who is doing the shopping and what sorts of things they buy.
3. Revise the words for foods, using the food flashcards from Unit 9.
4. Use the last two statements on track 65 of the CD with OHT 1 to support students in saying the new structure:

Ka ‘inangaro au i te ‘oko ...

I want to buy some ...

5. Listening exercise: on track 65 of the CD, four characters go into a shop and ask for something. On Worksheet 1, the students match each character with the item they want.

6. Take the food flashcards and show one to the class (or group). If a student can successfully ask for that item of food, then they receive the flashcard. Keep going till you have no flashcards left.
7. Writing exercise: The students use Worksheet 2 to write the dialogues for the two cartoons by filling in the speech bubbles.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- about shopping in the Cook Islands;
- to ask to buy a food item;
- to reply to such a request.



# OHT 1: At the shops

16A

Ka 'inangaro au i te 'oko 'ānani. I want to buy some oranges.

'Āe! Tēnā mai. Yes! Here you are.

Ka 'inangaro au i te 'oko meika pī. I want to buy some green bananas.

Ka 'inangaro au i te 'oko varāoa. I want to buy some bread.

Ka 'inangaro au i te 'oko vī. I want to buy some mangoes.

Ka 'inangaro au i te 'oko 'āpara, vine, e te tōmāti.

I want to buy some apples, grapes, and tomatoes

Ka 'inangaro au i te 'oko \_\_\_\_\_, \_\_\_\_\_, e te \_\_\_\_\_.

I want to buy some \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

# WORKSHEET 1: WHAT DID THEY WANT TO BUY? 16A



- Listen to the CD. Match the people with the items they buy.

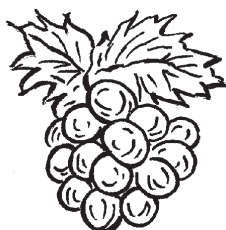
Food items

Names

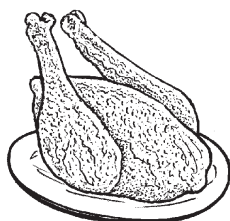
Food items



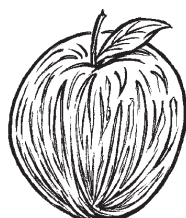
Sarai



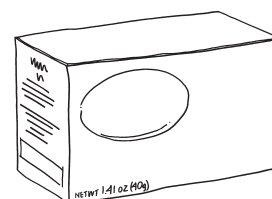
Tamati



Manu



Kaivai



# WORKSHEET 2: AT THE SHOPS

16A

- Look at the cartoons and fill in the speech bubbles.



# UNIT 16: LESSON B

16B

## LEARNING OUTCOMES

The students will learn:

- to ask whether a salesperson has specific food items at their shop or stall;
- to respond to such a question.

## RESOURCES

- Unit 16 DVD and transcript
- Unit 16 Audio CD and transcript
- OHT 1: Do you have ...?
- OHT 2: How many apples in the basket?
- Worksheet 1: How many are there?
- Food flashcards from Unit 9
- Students' food cut-out pictures from Unit 9.

## LESSON OUTLINE

### *Introduction and Revision*

Revise lesson A by asking for a food item and throwing the koosh ball to a student, who then responds and goes on to ask a new question, throwing the ball to another student, and so on.

Share the learning outcomes for this lesson: the students will learn to ask whether a salesperson has specific food items at their shop or stall.

### *Learning Activities*

1. Show the DVD section with the interactions between shopper and retailer.
2. Use track 66 of the CD with OHT 1 as guidance to support students in saying the phrases:

‘E \_\_\_\_\_ tā‘au?

Do you (one person) have any \_\_\_\_\_?

‘Āe, e \_\_\_\_\_ tāku.

Yes, I do have some.

Kāre, kāre āku \_\_\_\_\_!

No, I don't have \_\_\_\_\_!

3. Give a food flashcard to each student. The students see what is on their card, but they turn it face down so that you can't see it. Then ask one student “ ‘E tuka tā‘au?/Do you have any sugar?” If the students have that particular flashcard, they say “ ‘Āe, e tuka tāku./Yes, I have some sugar.”

4. The students should use their own food cut-out pictures from Unit 9. Working in pairs, each partner selects five of their food cut-out pictures and places them where their partner can't see them. They take turns to ask each other, “ ‘E \_\_\_\_\_ tā‘au?/Do you (one person) have any \_\_\_\_\_?” and to answer “ ‘Āe, e \_\_\_\_\_ tāku./Yes, I do have some” or “Kāre, kāre āku./No, I don't.”
5. Use track 67 of the CD with OHT 2 to support students in saying the phrases:
- |                                  |                                      |
|----------------------------------|--------------------------------------|
| ‘Ē‘ia ‘āpara i roto i te kete?   | How many apples in the basket?       |
| ‘Ē ono ‘āpara i roto i te kete.  | There are six apples in the basket.  |
| ‘Ē‘ia _____ i roto i te kete?    | How many _____ in the basket?        |
| ‘Ē _____ _____ i roto i te kete. | There are _____ _____ in the basket. |
6. Worksheet 1: students complete sentences asking and saying how many of each item are shown in the pictures.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- to ask whether a salesperson has specific food items at their shop or stall;
- to respond to such a question.

# OHT 1: Do you have ...?

16B

‘E \_\_\_\_\_ tā‘au? Do you (one person) have any \_\_\_\_\_?

‘Āe, e \_\_\_\_\_ tāku. Yes, I do have some \_\_\_\_\_.

‘E tuka tā‘au? Do you have any sugar?

‘Āe, e tuka tāku. Yes, I have some sugar.

‘E ‘ānani tā‘au? Do you have any oranges?

Kāre, kāre āku ‘ānani. No, I don’t have oranges.

## OHT 2: How many apples in the basket?

16B

‘Ē‘ia ‘āpara i roto i te kete?

How many apples in the basket?

‘Ē ono ‘āpara i roto i te kete.

There are six apples in the basket.

‘Ē‘ia \_\_\_\_\_ i roto i te kete?

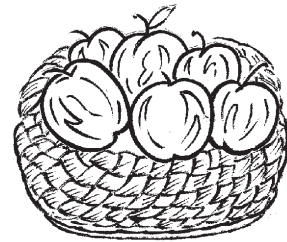
How many \_\_\_\_\_ in the basket?

‘Ē \_\_\_\_\_ i roto i te kete.

There are \_\_\_\_\_ in the basket.

# WORKSHEET 1: HOW MANY ARE THERE? 16B

- Complete the sentences saying how many of each item are shown in the pictures. The first is done for you.



1. 'Ē'ia 'āpara i roto i te kete?

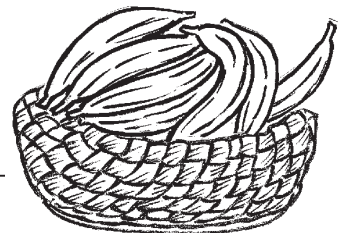
Answer: 'Ē ono 'āpara i roto i te kete.

How many apples in the basket?

There are six apples in the basket.

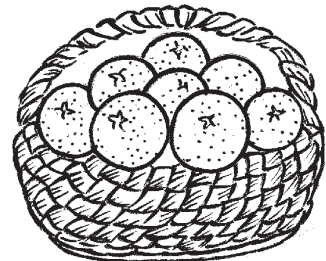
2. 'Ē'ia meika para i roto i te kete?

\_\_\_\_\_



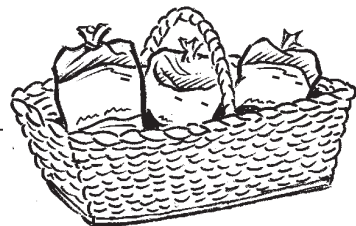
3. 'Ē'ia 'ānani i roto i te kete?

\_\_\_\_\_



4. 'Ē'ia pu'ao tuka i roto i te kete?

\_\_\_\_\_



5. 'Ē'ia pu'ao kaope i roto i te kete?

\_\_\_\_\_



Note: "Pu'ao" means a container like a paper bag.



# UNIT 16: LESSON C

16C

## LEARNING OUTCOMES

The students will learn:

- to ask how much something costs;
- to say how much something costs.

## RESOURCES

- Unit 16 DVD and transcript
- Unit 16 Audio CD and transcript
- OHT 1: How much is that?
- Worksheet 1: What did they buy?
- Props for shop or market.

## LESSON OUTLINE

### *Introduction and Revision*

Revise lessons A and B by asking and answering questions about what is available in the shop. Use the flashcards in the same way as in Lesson B. Use the Koosh ball to revise the numbers learned in Unit 3.

Share the learning outcomes for this lesson: the students will be learning how to ask how much something costs and how to reply.

### *Learning Activities*

1. Watch the DVD, noticing how people ask how much things cost and what the answers are.
2. Use track 68 of the CD and OHT 1 to introduce and practise the structures:  

‘Ea’a te moni i tērā?	What does that cost?
‘E toru tāra ‘ē rua nga’uru tene.	That will cost 3 dollars and 20 cents.
3. Listening activity: on track 69 of the CD, the students hear characters going into a shop and asking how much a particular item costs (and being given the answers). As they listen, they complete Worksheet 1, which has matching exercises, matching the person to the item and its cost.
4. Writing activity: Now, have the students write down questions of what they would ask the shopkeeper. Provide examples for them. Do you have ...? How much will that cost? Could I please have ....?

5. The classroom could be set up as a shop or market stall with props (oranges, toy cash register, and so on). The students could take turns playing buyers and sellers.
6. In groups, have the students invent a role play that demonstrates going to a market and asking to buy an item. They can then perform their role play in front of the class if they choose.

### **Extension**

Some students might like to learn how to ask for things and respond in shops that have more than one person selling, using the following structures:

‘E ____ ta kōrua?	Do you ( <i>you two</i> ) have any ____?
‘Āe, ____ ta māua.	Yes, we do have ____.
Kāre, kāre a māua.	No, we don’t.
‘E ____ ta kōtou?	Do you ( <i>three or more</i> ) have any ____?
‘Āe, ____ ta mātou.	Yes, we do have ____.
Kāre, kāre a mātou.	No, we don’t.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to ask how much something costs;
- to say how much something costs.

# OHT 1: How much is that?

16C

‘Ea‘a te moni i tērā?

What does that cost?

‘E toru tāā ‘ē rua nga‘uru tene.

That will cost 3 dollars and 20 cents.

‘Ea‘a te moni i tērā?

What does that cost?

‘E ‘itu nga‘uru tene.

That will cost 70 cents.

‘Ea‘a te moni i tērā?

What does that cost?

‘E ‘itu tāā.

That will cost 7 dollars.

‘Ea‘a te moni i tērā?

What does that cost?

‘E ‘ā tāā ‘ē rima tene.

That will cost 4 dollars and 5 cents.

‘Ea‘a te moni i tērā?

What does that cost?

‘E rua nga‘uru mā rima tene.

That will cost 25 cents.

## OHT 2: Two or more people

16C

‘E \_\_\_\_ ta kōrua? Do you (*you two*) have any \_\_\_\_?

‘Āe, ‘e \_\_\_\_\_ ta māua. Yes, we do have \_\_\_\_\_.

Kāre, kāre a māua. No, we don’t.

‘E \_\_\_\_ ta kōtou? Do you (*three or more*) have any \_\_\_\_?

‘Āe, ‘e \_\_\_\_\_ ta mātou. Yes, we do have \_\_\_\_\_.

Kāre, kāre a mātou. No, we don’t.

# WORKSHEET 1: WHAT DID THEY BUY?

16C

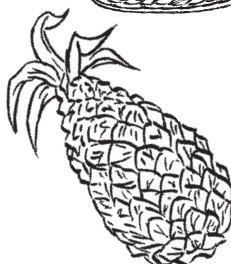
- Listen to the CD. Match the person to the item they buy and the cost of the item.

Sarai



80c

Tamati



\$3.70

Kaivai



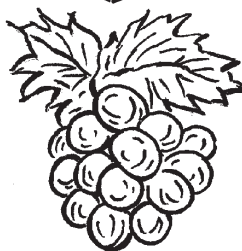
\$1.80

Manu



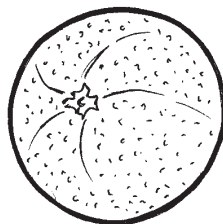
70c

Kiri



\$2.50

Meghan



\$4.90

## Track 64 Vocabulary for Unit 16

tene

tārā

‘oko

## Track 65 Dialogue: At the Shops

What did they want to buy?

*Sarai?*

SARAI: Ka ‘inangaro au i te ‘oko ‘āpara, vine, e te tōmāti. *(Repeats)*

*Tamati?*

TAMATI: Ka ‘inangaro au i te ‘oko ū, tiāmu e te ‘ara painapa. *(Repeats)*

*Manu?*

MANU: Ka ‘inangaro au i te ‘oko tī, ū, e te tuka. *(Repeats)*

*Kaivai?*

KAIVAI: Ka ‘inangaro au i te ‘oko ‘āpara, moa, e te varāoa. *(Repeats)*

Ka ‘inangaro au i te ‘oko ‘ānani.

‘Āe! Tēnā mai.

## Track 66 Dialogue: Asking for Items

‘E ‘āpara tā‘au?

‘Āe, e ‘āpara tāku.

‘E tuka tā‘au?

‘Āe, e tuka tāku.

‘E ‘ānani tā‘au?

Kāre, kāre āku ‘ānani!

## Track 67 Dialogue: How Many in the Basket?

‘Ēia ‘āpara i roto i te kete?

‘Ē ono ‘āpara i roto i te kete.

‘Ēia ‘ānani i roto i te kete?

‘Ē iva ‘ānani i roto i te kete.

## Track 68 Dialogue: How Much Is That?

‘Ea‘a te moni i tērā?

‘E toru tana, e rua nga‘uru tene.

## Track 69 Dialogue: What Did They Buy?

*Sarai*

SARAI: ‘Ea‘a te moni i te ‘āpara? *(Repeats)*

(ANSWER): ‘E ‘itu nga‘uru tene.

*Tamati*

TAMATI: ‘Ea‘a te moni i te ‘ānani? *(Repeats)*

(ANSWER): ‘E varu nga‘uru tene.

*Kaivai*

KAIVAI: ‘Ea‘a te moni i te vine? *(Repeats)*

(ANSWER): ‘E ‘ā tara e iva nga‘uru tene.

*Manu*

MANU: ‘Ea‘a te moni i te ‘ara painapa?

*(Repeats)*

(ANSWER): ‘E toru tara e ‘itu nga‘uru tene.

*Kiri*

KIRI: ‘Ea‘a te moni i te ū? *(Repeats)*

(ANSWER): ‘E rua tara e rima nga‘uru tene.

*Meghan*

MEGHAN: ‘Ea‘a te moni i te tuka? *(Repeats)*

(ANSWER): ‘E ta‘i tara e varu nga‘uru tene.

## SCENE 19

MOEROA

I like shopping at the market.

E reka ana au i te okooko i te makete.

INA

I want to buy something nice for Mum and Dad.

Ka inangaro au i te oko i teta'i apinga manea na

Mama e Papa.

MOEROA

And Ngatoko?

E Ngatoko?

INA

Oh yes, and Ngatoko.

O ae, e Ngatoko.

MOEROA

These skirts are nice ... the blue and white ones.

Manea tikai teia vaine kutini ... te mea auika e te teatea.

INA

How much is this skirt?

Eia moni i teia vaine kutini?

STALL HOLDER

That skirt is \$24.

E rua ngauru me 'ā tara.

INA

Hmmm. Can I have the blue and white hat, please?

Hmmm. Ka inangaro au i te mea auika e te teatea?

*The stall holder gives her the hat, and Ina gets out the money.*

INA

Here you are, \$28.

Teia, e rua ngauru ma varu tara.

STALL HOLDER

And your change, \$2. Thank you.

Teia taau teni, e rua tara. Meitaki maata.

*As they move away from the stall, Teariki and Pere appear, drinking out of coconuts.*

INA

Umm, they look nice, I'm thirsty, where did you find the coconuts?

Mmm, akaraanga manea, noea te ngai i kite ei koe i te nu?

PERE

It's a secret!

E mea muna!

MOEROA

Oh big secret, there is a stall over there. Come on Ina.

E mea muna maata, e ngai okooko tera i ko.

Aere mai e Ina.

MOEROA

Good morning, could we have some nū please?

Kia orana, omai e rua nu na maua ine?

STALL HOLDER 2

Yes ... very fresh and nice. Five dollars.

Ae ... vene e te reka. E rima tara.

INA

Here you are, five dollars.

Teia, e rima tara.

STALL HOLDER 2

Anything else?

E apinga teia ke atu teta'i?

INA

Do you have any good fruit?

E au ua rakau atu taau?

STALL HOLDER 2

Bananas.

Meika.

PERE

I'll buy them.

Ka oko au i teta'i.

INA

Thank you Pere, that is very nice of you ... (to the stallholder) Two bunches, please?

Meitaki e Pere, meitaki tikai koe ... E rua ta, ine?

STALL HOLDER 2

That will be four dollars.

Eaa 'ā tara.

PERE

Oh ... four dollars ... Teariki, can I borrow two dollars?

E ... 'ā tara ... Teariki, ka kaiou atu au e rua tara?

TEARIKI

Ummm ... I don't have much money!

Ummm ... Kare e maata ana taku moni!

# Unit 17: Reva (Weather)

17

## Theme

Weather

## Learning Outcomes

By the end of this unit, students will be able to:

- talk about weather in the Cook Islands in Cook Islands Māori;
- say what the weather is, was, or will be like in a certain place on a certain day;
- give a short weather forecast;
- say what activities people do in particular types of weather.

## Curriculum Links

- 1.6 use basic expressions to indicate time and place;
- 1.10 ... briefly state their likes and dislikes;
- 2.1 identify people, places, and things;
- 2.2 understand and use time expressions ...;
- 2.8 express concepts of amount;
- 2.11 express concepts of state.

## Revision

yesterday, today, and tomorrow

days of the week

months of the year

summer and winter

read, swim, walk, etc.

sports

hot and cold

## Language Targets

reva	weather
ua	rain
uaua	rainy
rā	sun
‘iti te rā	sunshine, sunny
mānea	lovely, beautiful, fine



matangi	wind
mātangitangi	windy
marino	calm
‘uri‘ia	stormy
kiona	snow, snowy
tāpokipoki	cloudy, overcast
tuātau ‘uri‘ia	hurricane season
(Mōnitē) i topa ake nei	(Monday) just past
i te Mōnitē	last Monday (past tense)
ā te Mōnitē	on (next) Monday (future tense)

## Language Structures

Pē‘ea te reva i tēia rā?	How is the weather today?
E rā mānea tēia.	Today is a lovely day.
E rā uaua tēia.	Today is a rainy day.
Ka uaua ā te Mōnitē.	Monday will be rainy.
Ka pē‘ea te reva ā te Varaire?	How will the weather be on Friday?
Ka ‘iti te rā ā te Varaire.	Friday will be sunny.
Pē‘ea te reva i nana‘i?	How was the weather yesterday?
Mātangitangi te reva i nana‘i.	Yesterday it was windy.
Ka pē‘ea te reva āpōpō?	How will the weather be tomorrow?
Tāpokipoki te reva āpōpō.	Tomorrow it will be cloudy.
Kua mānea a Akarana i te Mōnitē i topa ake nei.	It was fine in Auckland last Monday.
Ka mānea a Akarana ā te Mōnitē.	It will be fine in Auckland on Monday.
Kua ‘uri‘ia a Aitutaki i te Ru‘irua i topa ake nei.	It was stormy in Aitutaki on the Tuesday just past.
Ā te Ru‘irua ka ‘uri‘ia a Aitutaki.	On Tuesday it will be stormy in Aitutaki.
Mē uaua, ka tatau puka au.	When it’s rainy, I read a book.
Mē ‘iti te rā, ka kau a Teremoana.	When it’s sunny, Teremoana swims.
Mē tāpokipoki, ka ‘ā‘āere a Kiri.	When it’s cloudy, Kiri walks.

## Cultural Aspects

The Cook Islands are very warm for much of the year and cooler in June–August. There is a hurricane season early in the year. In 2005, for example, five hurricanes hit the Cook Islands.

The first week of the year is known as Pure ‘Epetoma (Prayer Week), and the country prays for protection from the hurricanes. On every day of this week, a special dawn service is held. A different group organises the service each day.

Song 5 in the Cook Islands Māori song book is about Cyclone Martin on Manahiki.

## Teachers’ Notes

This unit makes use of words that indicate a change of tense.

<i>i te Mōnitē</i>	last Monday (past tense)
<i>ā te Mōnitē</i>	on (next) Monday (future tense)

It also uses a construction for the continuous (habitual) present.

<i>Mē uaua, ka tatau puka au.</i>	When it’s rainy, I read a book.
<i>Mē ‘iti te rā, ka kau a Teremoana.</i>	When it’s sunny, Teremoana swims.
<i>Mē tāpokipoki, ka ‘ā‘āere a Kiri.</i>	When it’s cloudy, Kiri walks.

# UNIT 17: LESSON A

17A

## LEARNING OUTCOMES

The students will learn to:

- talk about weather in the Cook Islands.

## RESOURCES

- Unit 17 DVD and transcript
- Unit 17 Audio CD and transcript
- OHT 1: Weather words and structures
- Unit 6, Lesson A, OHT 1: Days of the week
- Flashcards with weather pictures.

## LESSON OUTLINE

### *Introduction and Revision*

Revise the last lesson by having students ask and give the costs of items, in pairs.

Share the learning outcomes for this lesson: the students will ask and answer questions about the weather.

### *Learning Activities*

1. Show the DVD and then, as a class, discuss the types of weather or the sort of climate in the Cook Islands. Why is it so warm? Is there a rainy season? When is the nicest time of the year to visit? What about extreme weather – typhoons, tidal waves?
2. Use tracks 70 and 71 of the CD with OHT 1 as support to introduce the students to weather vocabulary, with the question “*Pē‘ea te reva i tēia rā?*”/How is the weather today?”

Pē‘ea te reva i tēia rā?

How is the weather today?

E rā mānea tēia.

Today is a lovely day.

E rā uaua tēia.

Today is a rainy day.

3. Now, use flashcards to represent questions and answers. The students work in pairs with cards. Each student asks their partner “*Pē‘ea te reva i tēia rā?*” The partner picks up a card and says “*E rā \_\_\_\_\_ tēia*” according to the picture on the card.
4. Revise days of the week. Put up OHT 1 from unit 6 lesson A, with the days of the week on it. Volunteer students can give “weather forecasts” by naming a day of the week and then a weather pattern, for example, “*Varaire – ‘iti te rā.*” Another volunteer then goes to the OHT and draws in rain for Monday. This continues until each day of the week has a weather picture next to it.

5. The students can respond to questions about the pictured weather for different days of the week, for example, “*Ka pē‘ea te reva ā te Varaire?*”/How will the weather be on Friday?” They call out the correct answer. They can then question each other in pairs about how the weather is on specific days.
6. The students write sentences based on the information from the Internet about weather forecasts for New Zealand and the Cook Islands, for example, “*Ka ‘iti te rā a Akarana ā te Tāpati*”/Sunday will be sunny in Auckland.”

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to talk about weather in the Cook Islands.

reva	weather
ua	rain
uaua	rainy
rā	sun
iti te rā	sunshine, sunny
mānea	lovely, beautiful, fine
matangi	wind
mātangitangi	windy
marino	calm
‘uri‘ia	stormy
kiona	snowy
tāpokipoki	cloudy, overcast
tuātau ‘uri‘ia	hurricane season

Pē‘ea te reva i tēia rā?

How is the weather today?

E rā mānea tēia.

Today is a lovely day.

E rā uaua tēia.

Today is a rainy day.

Ka uaua ā te Mōnitē.

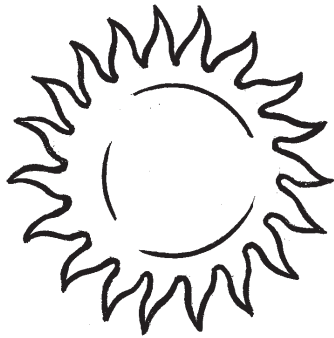
Monday will be rainy.

Ka pē‘ea te reva ā te Varaire?

How will the weather be on Friday?

Ka ‘iti te rā ā te Varaire.

Friday will be sunny.



# UNIT 17: LESSON B

17B

## LEARNING OUTCOMES

The students will learn to:

- say what the weather is, was, or will be like in a certain place on a certain day;
- give a short weather forecast.

## RESOURCES

- Unit 17 DVD and transcript
- Unit 17 Audio CD and transcript
- OHT 1: What's the weather like?
- Teacher resource sheets 1 and 2: a map of the Cook Islands and a map of New Zealand (to photocopy for students)
- Flashcards with weather pictures.

## LESSON OUTLINE

### *Introduction and Revision*

Use OHT 1 from lesson A to ask and answer questions about the weather on various days.

Share the learning outcomes for the lesson: the students will say what the weather is like in a certain place on a certain day and give a weather forecast.

### *Learning Activities*

1. Show the section of the DVD where the studio crew gives “weather forecasts”. Have the students watch and listen carefully to the weather forecasts. This will provide a model for them, when they present later on in the lesson.
2. Use track 72 of the CD with OHT 1 support to revise and extend the students’ weather vocabulary. Have the students write these sentences down, and underline the days and the time change. Provide flashcards with the weather to help them.

Pē‘ea te reva i nana‘i?

How was the weather yesterday?

Mātangitangi te reva i nana‘i.

Yesterday it was windy.

Ka pē‘ea te reva āpōpō?

How will the weather be tomorrow?

Tāpōkipōki te reva āpōpō.

Tomorrow it will be cloudy.

Kua mānea a Akarana i te  
Mōnitē i topa ake nei.

It was fine in Auckland last Monday.

Ka mānea a Akarana ā te Mōnitē.

It will be fine in Auckland on Monday.

Kua ‘uri‘ia a Aitutaki i te  
Ru‘irua i topa ake nei.

It was stormy in Aitutaki on the Tuesday just  
past.

Ā te Ru'irua ka 'uri'ia a Aitutaki. On Tuesday it will be stormy in Aitutaki.

3. The students can now become weather presenters and make up their own forecasts for either the Cook Islands or New Zealand. The teacher resource sheets are a map of the Cook Islands and a map of New Zealand. These are photocopied and given to pairs of students. Each pair chooses five places to draw a weather icon on (for example, a sun on Auckland) and then they practise their weather forecasts to present to the class, taking turns. For example, the first student might say "*Kua mānea a Akarana i te Mōnitē i topa ake nei.*/It was fine in Auckland last Monday." The next might say "*Ā te Ru'irua ka 'uri'ia a Aitutaki.*/On Tuesday it will be stormy in Aitutaki."
4. Students could tape these forecasts and then listen as a class and fill in the correct symbols on an OHT map. The students will need time to script and tape their forecasts, so the listening may have to be done as revision in lesson C.

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to say what the weather is, was, or will be like in a certain place on a certain day;
- to give a short weather forecast.



# OHT 1: WHAT'S THE WEATHER LIKE?

17B

Mōnitē i topa ake nei

Monday just past

i te Mōnitē

last Monday

ā te Mōnitē

on (next) Monday

Pē'ea te reva i nana'i?

How was the weather yesterday?

Mātangitangi te reva i nana'i.

Yesterday it was windy.

Ka pē'ea te reva āpōpō?

How will the weather be tomorrow?

Tāpokipoki te reva āpōpō.

Tomorrow it will be cloudy.

Kua mānea a Akarana i te Mōnitē  
i topa ake nei.

It was fine in Auckland last Monday.

Ka mānea a Akarana ā te Mōnitē.

It will be fine in Auckland on Monday.

Kua 'uri'ia a Aitutaki i te Ru'irua  
i topa ake nei.

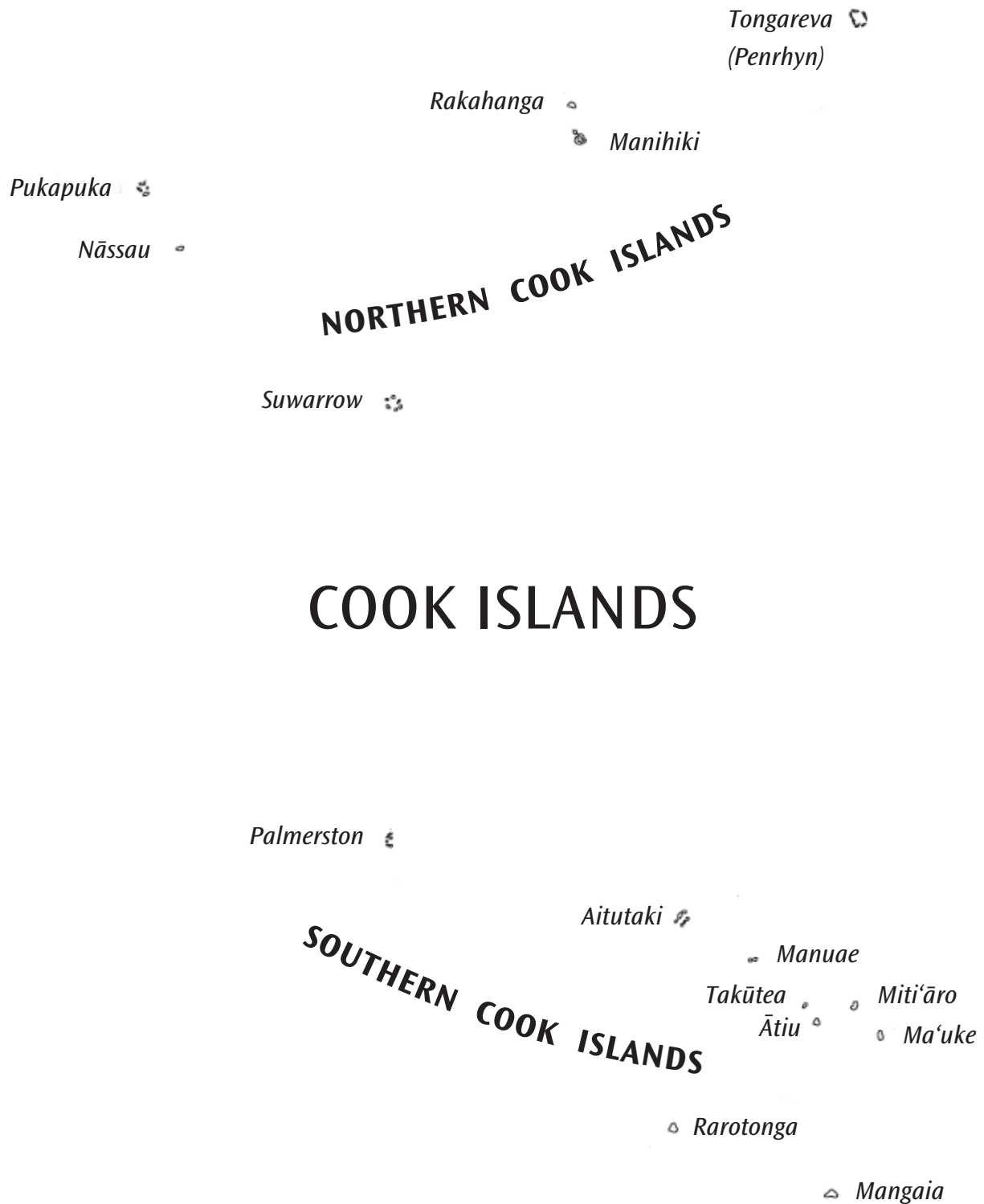
It was stormy in Aitutaki on the Tuesday just past.

Ā te Ru'irua ka 'uri'ia a Aitutaki.

On Tuesday it will be stormy in Aitutaki.

# TEACHER RESOURCE SHEET 1: MAP OF COOK ISLANDS

17B



# TEACHER RESOURCE SHEET 2: MAP OF NEW ZEALAND

17B



# UNIT 17: LESSON C

17C

## LEARNING OUTCOMES

The students will learn to:

- say what activities people do in particular types of weather.

## RESOURCES

- Unit 17 DVD and transcript
- Unit 17 Audio CD and transcript
- OHT 1: When it's ...
- Worksheet 1: When it's ...
- Flashcards (people from Unit 13 and weather from 17A).

## LESSON OUTLINE

### *Introduction and Revision*

Ask for a couple of volunteers to present their weather forecasts from the previous lesson.

Share the learning outcomes for this lesson: the students will learn to say what activities they do in particular types of weather.

### *Learning Activities*

1. Show the section of the DVD where Ina and her friends are talking about what they do in the weekend and about different kinds of weather.
2. Use track 73 of the CD with OHT 1 as support to introduce the structure, “*Me \_\_\_\_\_ ka \_ au/When it's \_\_, I \_\_\_\_\_.*” For example, *Mē uaua, ka tatau puka au./When it's rainy, I read a book.*
3. Listening activity: the students listen to characters on track 74 of the CD talking about what they do in different kinds of weather, and complete Worksheet 1, matching the character to their activity and the appropriate weather. For example:

Mē 'iti te rā, ka kau a Teremoana.

When it's sunny, Teremoana swims.

Mē tāpokipoki, ka 'ā'āere'aere a Kiri.

When it's cloudy, Kiri walks.

Now use flashcards (people and weather) to elicit language and have the students say the sentences.

4. Listening and writing activity: each student writes five sentences giving their own experiences of what they do in different kinds of weather. Now ask students to choose two other students in the class to listen to and record their experiences with different kinds of weather.
5. Finish with a game, “Whisper down the Alley”. The students are in two teams (either in two rows on the floor or in two rows of chairs). Whisper a weather statement to the two

students at the back, for example, “*E rā uaua tēia.*” The two students wait for the start signal, then whisper the weather statement to the person in front of them and so on up the row until it reaches the first student, who jumps up and draws the icon for that weather (for example, rain) on the whiteboard. The first student then goes to the back of the line and the pattern repeats.

To make this more challenging, add a day or place. And, if the class is finding the language fairly easy, this activity could be done earlier.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- to say what activities people do in particular types of weather.

# OHT 1: When it's ...

17C

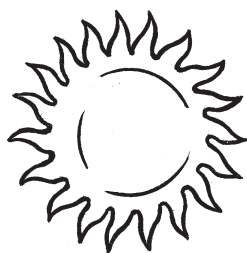
Mē mātangitangi, ka tūpa'oro'oro au.	When it's windy, I surf.
Mē uaua, ka tatau puka au.	When it's rainy, I read a book.
Mē 'iti te rā, ka 'ā'āere'aere au.	When it's sunny, I walk.
Mē tāpokipoki, ka tātā au.	When it's cloudy, I write.
Mē _____, ka _____ au.	When it's _____, I _____.

# WORKSHEET 1: WHEN IT'S ...

17C

- Match the character to their activity and the appropriate weather.

Sarai



Tamati



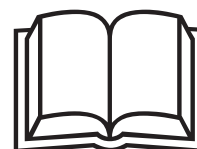
Teremoana



Kiri



Meghan



## *Track 70 Vocabulary for Unit 17*

reva  
ua  
uaua  
rā  
‘iti te ra  
mānea  
matangi  
mātangitangi  
marino  
‘uri‘ia  
kiona  
tāpokipoki  
tuātau ‘uri‘ia  
i topa ake nei  
i te Mōnitē  
ā te Mōnitē

## *Track 71 Dialogue: Weather Words and Structures*

Pē‘ea te reva i tēia ra?  
E rā mānea tēia.  
E rā uaua tēia.  
Ka uaua ā te Mōnitē.  
Ka pē‘ea te reva ā te Varaire?  
Ka ‘iti te ra ā te Varaire.

## *Track 72 Dialogue: What’s the Weather Like?*

Pē‘ea te reva i nana‘i?  
Mātangitangi te reva i nana‘i. Ka pē‘ea te reva āpōpō?  
Tāpokipoki te reva āpōpō.  
Kua mānea a Akarana i te Mōnitē i topa ake nei.  
Ka mānea a Akarana ā te Mōnitē.  
Kua ‘uri‘ia a Aiutaki i te Ru‘irua i topa ake nei.  
Ā te Ru‘irua ka ‘uri‘ia a Aitutaki.

## *Track 73 Dialogue: What Do I Do (In This Weather?)*

Mē mātangitangi, ka tupa‘oro‘oro ngaru au. (Repeats)  
Mē uaua, ka tatau puka au. (Repeats)  
Mē ‘iti te ra, ka ‘ā‘āere‘āere au. (Repeats)  
Mē tapokipoki, ka tātā au. (Repeats)

## *Track 74 The “Conditionals” Activity in Lesson 17C*

Mē uaua, ka tatau puka a Sarai. (Repeats)  
Mē ‘iti te ra, ka kau a Teremoana. (Repeats)  
Mē tāpokipoki ka ‘ā‘āere‘āere a Kiri. (Repeats)  
Mē matangitangi, ka tupa‘oro‘oro ngaru a Tamati. (Repeats)  
Mē uri‘ia, ka tātā a Meghan. (Repeats)



## SCENE 20

MOEROA

And sometimes the weather is windy, very windy  
when there is a storm.

I teta'i taime e matangi te reva, matangi maata me  
uriia.

PERE

Yes, remember last February it rained for days  
and days.

Ae, te maara are koe ia Peperuare i topa ake nei,  
e maata tikai te uaua i te au ra.

TEARIKI

And the wind blew over lots of coconut palms.  
E maata tikai te au tumu nu i ingainga i te  
matangi.

PERE

I remember ... no fishing for days, and best of all  
... no school!

Taku e maara nei ... kare e tautai i te au ra, te  
mea reka tikai ... kare e apii!

MOEROA

The weather changes, but Pere stays just the  
same!

Kua tieni te reva inara kare te tu e Pere i tieni!

INA

So, what are we going to do on Sunday?

Inā, eaa ta tatou ka rave a te Tapati?

ALL

We'll all go to church!

Ka aere tatou ki te pure!

# Unit 18: Kāka‘u (Clothes)

18

## Theme

Clothes

## Learning Outcomes

By the end of this unit, students will be able to:

- name items of clothing and their colours;
- ask for an item of clothing in a shop;
- specify the colour and size of an item of clothing;
- talk about clothing worn by Cook Islands people on special occasions.

## Curriculum Links

- 1.7 use basic expressions for shapes, sizes, weights, and colours;
- 1.8 express agreement and disagreement;
- 2.1 identify people, places, and things;
- 2.7 express their feelings, emotions, and needs;
- 2.11 express concepts of ownership and relationship.

## Revision

colour

likes and dislikes

meangiti      small

ma‘ata      big, large

## Language Targets

kāka‘u	clothing
tōtini	socks/stockings
tāmaka	shoes
pona (pona tāne)	shirt
piripou	pants, trousers
piripou poto	shorts
piripou roa	long trousers
pona (pona va‘ine)	dress
pare	hat
pereue	coat

pāreu	wrap, printed material
kāka'u 'āpi'i	school uniform
'inangaro rava atu	the ultimate, the best, (my) dream
vāito meangiti	small (in measurement)
vāito ma'atama'ata	big (in measurement)

## Language Structures

'E teatea tōku pona.	My shirt is white.
'E pona teatea ē te piripou poto auika, tōku kāka'u 'āpi'i.	My school uniform has a white shirt and blue shorts.
'E pare re'ure'u ē te pereue kerekere, tōku kāka'u 'āpi'i.	My school uniform has a grey hat and a black coat.
'Ea'a tā'au kāka'u 'āpi'i 'inangaro rava atu?	What is your ultimate (dream) school uniform?
'E piripou poto auika, tāmaka muramura, pona vare'au, ē te pare rengarenga, tāku kāka'u 'āpi'i 'inangaro rava atu.	My ultimate (dream) school uniform has blue shorts, red shoes, a purple shirt and a yellow hat.
Ka 'inangaro au i tēta'i pona teatea.	I want a white shirt.
'Ea'a tō'ou vāito 'ē a'ao ana?	What size do you wear?
Ē a'ao ana au i te vāito meangiti.	I wear a small size.
Ē a'ao ana au i te vāito ma'atama'ata.	I wear a large size.

## Cultural Aspects

Much of this unit is about school uniforms, and that is appropriate, because Cook Islands people generally love being in groups that dress the same – tere parties, church choirs, dance groups, clusters of bridesmaids, women in white hats at church. Most children in the Cook Islands wear a school uniform, even at primary school.

Clothes for church and special occasions are important – Cook Islands people still talk about wearing one's "Sunday best". People often wear all white to church.

## Teacher's Notes

The word *pāreu* means a length of cloth as well as a shirt or a dress, or wrap skirt.

With regard to the "a" and "o" categories: Note that clothes are usually in the "o" category. However, the "dream" uniform is in the "a" category (tāku, not tōku) because it does not actually belong to the speaker.

# UNIT 18: LESSON A

18A

## LEARNING OUTCOMES

The students will learn to:

- name some clothes and describe their colours.

## RESOURCES

- Unit 18 DVD and transcript
- Unit 18 Audio CD and transcript
- OHT 1: Clothes
- Worksheet 1: Clothes
- Worksheet 2: Tangi's school uniform
- Worksheet 3: Design a school uniform.

## LESSON OUTLINE

### *Introduction and Revision*

Revise the previous unit by identifying what the weather was/is like yesterday and today.

Share the learning outcomes for this lesson: the students will name some clothes and describe their colours.

### *Learning Activities*

1. Show the DVD. Tell the students to pay particular attention to what the Cook Islands people are wearing. For example, are the students at the school in uniform or mufti? Are any people wearing traditional clothing? If so, how would they describe it? Are any people wearing modern clothing? If so, is it similar to what the students themselves wear in the weekends?
2. Use track 75 of the CD with the word list on OHT 1 to introduce the names of items of clothing. As they listen for the second time, the students repeat the words in the pauses.
3. Use Worksheet 1 (activity 1) and have the students label each item of clothing.
4. Revise the colour words from Unit 5, using the koosh ball or by pointing to different colours in the classroom – perhaps the 'ei which may now be up on the walls.
5. Use track 76 of the CD with OHT 1 again to introduce structures describing the colours of school uniforms. The students listen as they are told the colours of the items of clothing. Students take out Worksheet 1. Now listen to track 77 of the CD and have the students colour the correct items of clothing in the stated colours. The results can be checked as a class, with students describing each item on their worksheet in Cook Islands Māori.
6. Using Worksheet 2, colour Tangi's school uniform. Then write sentences saying what colour each item is.

7. Using Worksheet 3, the students now design their own dream uniform to present to the class, for example, “*‘E piripou poto auika, tāmaka muramura, pona vare‘au, ē te pare rengarenga, tāku kākā‘u ‘āpi‘i inangaro rava atu.*”/My ultimate (dream) school uniform has blue shorts, red shoes, a purple shirt and a yellow hat.”

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- to name some clothes and describe their colours.

kāka'u	clothing
tōtini	socks/stockings
tāmaka	shoes
pona (pona tāne)	shirt
piripou	pants, trousers
piripou poto	shorts
piripou roa	long trousers
pona (pona va'ine)	dress
pare	hat
pereue	coat
pāreu	wrap, printed material
kāka'u 'āpi'i	school uniform

---

'E teatea tōku pona.	My shirt is white.
'E rengarenga tōku tāmaka.	My shoes are yellow.
'E pona teatea ē te piripou poto auika, tōku kāka'u 'āpi'i.	My school uniform has a white shirt and blue shorts.
'E pare re'ure'u ē te pereue kerekere, tōku kāka'u 'āpi'i.	My school uniform has a grey hat and a black coat.
'Ea'a tā'au kāka'u 'āpi'i, 'inangaro rava atu?	What is your ultimate (dream) school uniform?
'E piripou poto auika, tāmaka muramura, pona vare'au, ē te pare rengarenga, tāku kāka'u 'āpi'i 'inangaro rava atu!	My ultimate (dream) school uniform has blue shorts, red shoes, a purple shirt and a yellow hat!

# WORKSHEET 1: CLOTHES

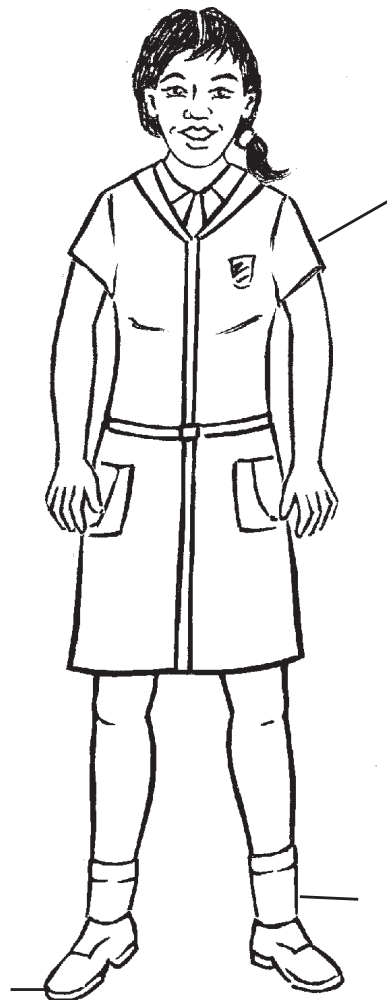
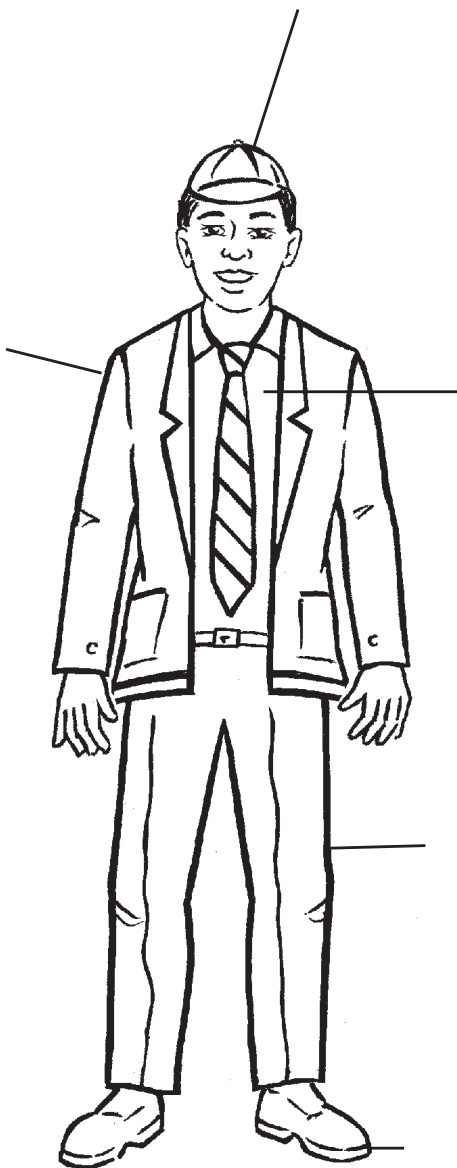
18A



1. Label each item of clothing in the pictures below.



2. Listen to the CD. Colour each item of clothing with the colours described on the CD.

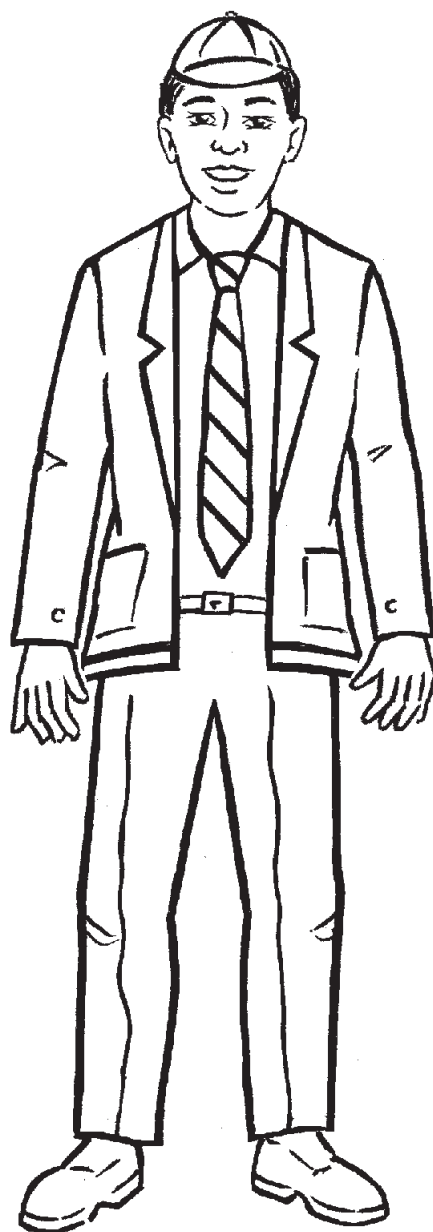


# WORKSHEET 2: TANGI'S SCHOOL UNIFORM

18A



Colour each item of Tangi's clothing a different colour. Then write sentences to say what colour each item is.

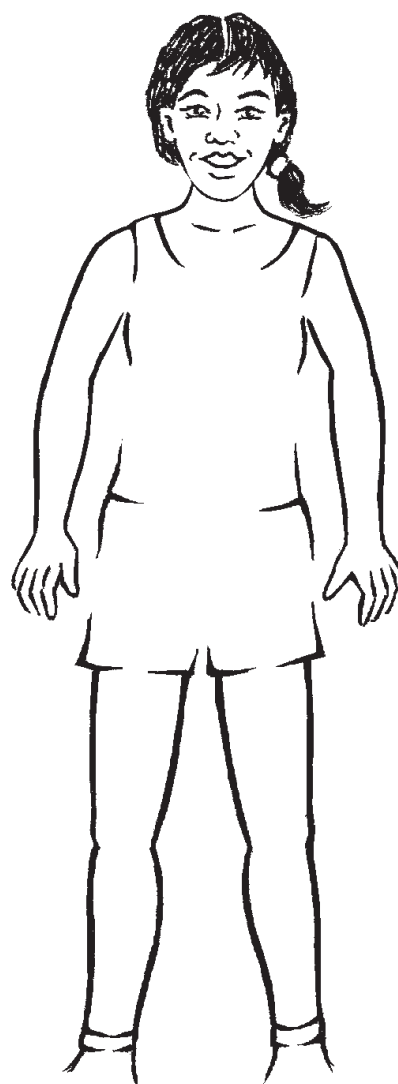
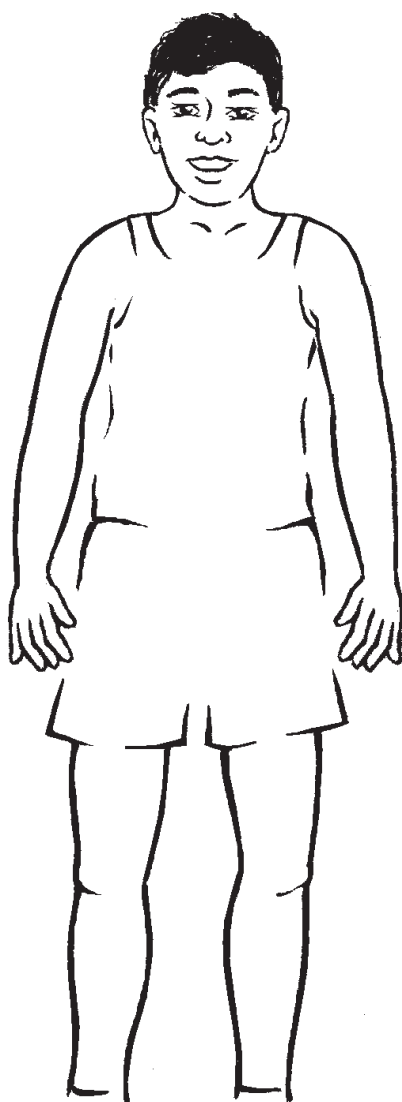




# WORKSHEET 3: DESIGN A SCHOOL UNIFORM

18A

Design your own dream uniform by adding clothes to the figure provided.



# UNIT 18: LESSON B

18B

## LEARNING OUTCOMES

The students will learn to:

- ask for an item of clothing in a shop;
- specify the colour and size of an item of clothing.

## RESOURCES

- Unit 18 DVD and transcript
- Unit 18 Audio CD and transcript
- OHT 1: What size do you wear?
- Worksheet 1: What did they buy?
- OHT 1 from unit 16, lessons A and C.

## LESSON OUTLINE

### *Introduction and Revision*

Revise the names and colours of clothes by having some students present their “dream school uniforms” from the last lesson.

Share the learning outcomes for this lesson: the students will learn to ask for an item of clothing in a shop, specifying colour and size.

### *Learning Activities*

1. Use track 78 on the CD and OHT 1 to introduce vocabulary for sizes – small and large. The students listen to the words and structures and repeat them.
2. Listening exercise: four people in a clothes shop (CD track 78 again) ask for a particular item of clothing in a particular colour and either large or small. The students complete the match-up exercise on Worksheet 1.
3. Revise asking for a food item in a shop and asking the price, using OHT 1 from unit 16, lessons A and C. After some practice, ask students to replace the food item with a clothing item of a particular size and colour, asking the price.
4. The students break into groups of 3 or 4 and begin to devise a role play based in a clothes shop, to be presented in lesson C. One student is the assistant and the others are customers. One by one the customers approach, are greeted, and ask for items, for example:

Assistant: *Kia orana.*

Customer: *Kia orana. Ka ‘inangaro au i tēta’i pona teatea./I want a white shirt.*

Assistant: *‘Ea’a tō’ou vāito ē a’ao ana?/What size do you wear?*

Customer: *Ē a’ao ana au i te vāito meangiti/ I wear a small size.*

Assistant: 'Āe! Tēnā mai./Yes! Here you are.

Customer: Meitaki/Thank you. 'Ea'a te moni i tērā?/What does that cost?

Assistant: 'Ē 'ā nga'uru tārā./\$40. Meitaki/Thank you.

5. The students could work on the role plays that they are to present in the next lesson. They will each need to bring to the next lesson the item of clothing that they are going to “buy” in the role play.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- to ask for an item of clothing in a shop;
- to specify the colour and size of an item of clothing.

# OHT 1: What size do you wear?

18B

vāito meangiti

small (in measurement)

vāito ma‘atama‘ata

big (in measurement)

Ka ‘inangaro au i tēta‘i pona muramura.

I want a red shirt.

‘Ea‘a tō‘ou vāito ē a‘ao ana?

What size do you wear?

Ē a‘ao ana au i te vāito meangiti.

I wear a small size.

Ē a‘ao ana au i te vāito ma‘atama‘ata.

I wear a large size.

# WORKSHEET 1: WHAT DID THEY BUY?

18B



- Listen to track 78 on the CD and match each item of clothes with the right colour and size.

## Colour

## Clothes

## Size

white (teatea)

pona

vāito ma'atama'ata

Red (muramura)

tōtini

vāito meangiti

Yellow (rengarenga)

tāmaka

blue (auīka)

pare

# UNIT 18: LESSON C

18C

## LEARNING OUTCOMES

The students will learn:

- to talk about clothing worn by Cook Islands people on special occasions.

## RESOURCES

- Unit 18 DVD and transcript
- Unit 1 Audio CD with the song “Kia Orāna”.
- Resources: *Isabelle’s Wedding* and/or the Tupu book *Kātini*.

## LESSON OUTLINE

### ***Learning Activities***

1. Show the DVD section where Cook Islands people are wearing their “Sunday best”. Talk about the items worn on other “special occasions”. The students could research some specific item for homework, for example, the costumes worn by the tere party in *Kātini*.
2. The students finish planning their role plays and then present them to the class or to visitors.

### ***Evaluation***

Have the students fill in checklists similar to the model below.

Today I learned:

- about clothing worn by Cook Islands people on special occasions.

## Track 75 Vocabulary for Unit 18

kāka'u  
tōtini  
tāmaka  
pona (pona tāne)  
piripou  
piripou poto  
piripou roa  
pona (pona va'ine)  
pare  
pereue  
pāreu  
kāka'u āpi'i  
'inangaro rava atu  
vāito meangiti  
vāito ma'atama'ata

## Track 76 Dialogue: Clothing

'E teatea tōku pona.  
'E rengarenga tōku tāmaka.  
'E pōna teatea ē te piripou poto auika, tōku  
kāka'u 'āpi'i.  
'E pare re'ure'u ē te pereue kerekere, tōku kāka'u  
'āpi'i.  
'Ea'a tā'au kāka'u 'āpi'i 'inangaro rava atu?  
'E piripou poto auika, tāmaka muramura, pona  
vare'au, ē te pare rengarenga tāku kāka'u 'āpi'i  
'inangaro rava atu!

## Track 77 Instructions for Colouring Activity

'E tōtini muramura tēia.  
'E tāmaka rengarenga tēia.  
'E pona tāne auika tēia.  
'E pereue re'ure'u tēia.  
'E piripou roa teatea tēia.  
'E pona va'ine paraoni tēia.  
'E pare kerekere tēia.

## Track 78 Dialogue: Buying Clothes

Ka 'inangaro au i tēta'i pona muramura. (Repeats)  
'Ea'a tō'ou vāito 'ē a'ao ana? (Repeats)  
'E a'ao ana au i te vāito meangiti. (Repeats)  
Ka 'inangaro au i tēta'i tōtini teatea. (Repeats)  
'Ea'a tō'ou vāito 'ē a'ao ana? (Repeats)  
'E a'ao ana au i te vāito meangiti. (Repeats)  
Ka 'inangaro au i tēta'i tāmaka rengarenga.  
(Repeats)  
'Ea'a tō'ou vāito 'ē a'ao ana? (Repeats)  
'E a'ao ana au i te vaito ma'atama'ata. (Repeats)  
Ka 'inangaro au i tēta'i pare auika. (Repeats)  
'Ea'a tō'ou vāito 'ē a'ao ana? (Repeats)  
'E a'ao ana au i te vāito meangiti. (Repeats)

## SCENE 21

*Ina, Moeroa, and Tanga are walking to church  
in their Sunday best.*

MOEROA

Look at those boys. Even in their best shirts and  
long trousers they look untidy.  
Ae akara i tera au tamaroa. Noatu e pona e te  
piripou roa manea to ratou, akaraanga paarua rai.

INA

I like nice clothes. Your dress is very pretty,  
Tanga.  
E reka ana au i te kakau manea. Manea tikai  
toou pona, e Tanga.

TANGA

Thank you Ina. I like your hat!  
Meitaki e Ina. Manea au i toou pare!

INA

Thank you. It's very nice here on Sunday.  
Everyone wears nice clothes – dresses, hats,  
white shirts.  
Meitaki. E manea tikai a konei i te Tapati. E aao  
kakau manea ana te katoatoa – te pona, te pare,  
te pona tane teatea.

MOEROA

Do you wear a school uniform in New Zealand?  
E aao ana koe te kakau apii i Niu Tireni?

INA

Yes, I do. Here I am going to school. I am  
wearing my school blouse and skirt, shoes and  
socks, and school coat.  
Ae. Ko au teia e aere ana ki te apii. E pona e te  
pitikoti apii toku, e tamaka e te totini e te pereue  
apii.

MOEROA

You both look very smart ... unlike ...  
Akaraanga manea i a koe i konei ... kare i aite ...

PERE

What?  
Eaa?

MOEROA

Nothing ... Pere, go and tidy up your clothes.  
Kare ... e Pere akatanotanoia mai toou kakau.



# Unit 19: Tāmoumou ‘Āpi‘i ‘Aka‘ou (Revision) Units 11–18



19

## Theme

Revision

## Objectives

The students will revise topics covered in units 11–18 as follows:

Unit 11: Tārekareka Tipōti (Sports)

Unit 12: Ma‘ani ‘Apinga Māori (Making Māori Things)

Unit 13: Pē‘ea Au? (How Am I Feeling?)

Unit 14: ‘Āpi‘i (School)

Unit 15: Ngutu‘are (Home)

Unit 16: ‘Oko‘oko (Shopping)

Unit 17: Reva (Weather)

Unit 18: Kāka‘u (Clothes)

## Language Targets

The vocabulary needed for this topic has been covered in the previous topics. There are, therefore, no new language targets.

# LESSON A

19A

## RESOURCES

- Teacher's own selection of OHTs from Units 11–18 for revision purposes.

## LESSON OUTLINE

### *Revision Activities*

1. Use the OHTs from Units 11–18 to quickly go over the main points of each to remind the students of what they have learned so far.  
  
Ask the students questions in Cook Islands Māori as you go and have them reply in Cook Islands Māori. Use flashcards as much as possible.
2. For the remainder of the lesson, the students will work either in pairs or in groups of three. Each pair or group is to select language from Units 11 to 18 and present it to the rest of the class as a way for other students to revise that language. The presentations should last between 3 and 5 minutes.
3. By the end of this lesson, the students must come up with a plan of action and supply you with a list of what they will need next lesson for their presentation, for example, paper, scissors, and so on.

### *Some Suggestions*

- The group could create and perform a skit or song to revise the language.
- They may design their own OHT or poster to illustrate their language, and present it orally.
- They may make up their own language game to involve the whole class, for example, Charades or Hangman.
- They may tape an interview, with one student pretending to be someone famous and the other asking questions.
- One student may mime various sports and the other give the names of the sports, saying whether they like or dislike those sports.

Note: Use this and the next lesson as preparation time. The last lesson for this week will be when the students present their language revision activity.

# LESSON B



19B

## RESOURCES

- Support material for the students as they work on their presentations: paper, crayons, props, and so on.

## LESSON OUTLINE

Students have this lesson to prepare and rehearse their presentations on specific language, working in pairs or groups.

Guide the students in their presentation, making suggestions where appropriate and keeping them on task.

Remind the students that they must be ready to make their presentation in the next Cook Islands Māori lesson.

# LESSON C



19C

## RESOURCES

- Video camera and tape
- Any support material that the students have asked you to provide, for example, a tape recorder or CD player.

## LESSON OUTLINE

The students will present their language revision activities during this lesson. Work out the order in which they will present so that there is little delay between presentations.

At the end of each presentation, the groups could be invited to question other members of the class on the language just revised, as a way of checking their understanding.

Have the video camera ready to tape the students. They enjoy watching themselves and will be able to evaluate their own language use and that of others. In addition, the tape could prove useful for future Cook Island Māori classes.

Note: You may need to allow more time than usual for this lesson, for the setting up and delivery of all the role plays.

# Unit 20: ‘Aere Rā (Farewell)

20

This should be an opportunity for the students to wind down and enjoy themselves. Songs of farewell can be introduced, prayers learnt, and “gifts” exchanged, perhaps the ‘ei that the students have made. Other resources that the students have made throughout the course could be gathered and talked about, and favourite language games can be played. Lessons A and B cover planning and preparing for this gathering: learning the farewell songs and the prayers. Lesson C, the final lesson, would be an ideal time to invite parents or other classes in the school to join the class.

## Learning Outcomes

By the end of this unit, students will be able to:

- understand some of what happens at a Cook Islands farewell;
- say some suitable things at a farewell;
- take part in a farewell celebration.

## Curriculum Links

- 1.6 use basic expressions to indicate time and place;
- 2.1 identify people, places, and things;
- 2.2 understand and use time expressions ...;
- 2.3 offer, accept, refuse, and deny things;
- 2.6 describe food, drink, and meals;
- 2.7 express their feelings, emotions, and needs;
- 2.9 express concepts of ownership and relationship.

## Revision

‘aere rā	farewell, goodbye (to someone who is going)
e no‘o rā	farewell, goodbye (to someone who is staying)
maromaroā	sad, unhappy
mataora	cheerful, happy
pure	to pray
‘apinga aro‘a	a gift
kai	food
times (of leaving and arriving)	

## Language Targets

mā'ara'ara	think of, remember
mi'i	miss, miss very much
ngaropōina	forget
'ārāvei	meet
anoano	want, wish, need
tiaki	look after
āru	follow, go with
'inangaro'ia	need, desire
viviki	soon, quickly
'aka'ou	again, repeatedly
i te mea	because
kāre e ngaropōina iāku	I will never forget
'aere rā, kia manuia koe	goodbye and good luck

## Language Structures

Kia 'akameitaki'ia koe.	Bless you.
Ka mā'ara'ara atu au i a kōtou katoatoa.	I will think of you all.
Ka pure tātou katoatoa.	Let us pray together.
Te maromaroā nei au i te mea ...	I was sad because ...
Ka 'inangaro au i te 'akameitaki 'ī ...	I want to acknowledge ...
Kia 'ārāvei viviki 'aka'ou tātou katoatoa.	May all we meet again soon.
Kia āru tō mātou aro'a i a koe.	Our love goes with you.
Kāre e ngaropōina iāku te taime i tō tātou ...	I will never forget the time when we ...
Te pure nei au ki te Atua kia tiaki mai i a rātou ka 'aere, 'ē rātou ka no'o mai.	I pray God to look after those who are going and those who stay here.

## Cultural Aspects

When people are going away and won't see each other again for a while (for example, if someone is travelling from New Zealand to the Cook Islands), there is often a special gathering for the farewell. Those who are staying and those who are going share food, make speeches, sing songs, exchange gifts, and pray for one another.

In New Zealand, gifts are often in the form of food brought back from the Cook Islands. Gifts may also include pareu (lengths of Island cloth), mats, baskets, and kikau brooms.

Regular contact is maintained between Cook Islands communities in New Zealand and their islands of origin. Large tere parties (touring groups) visit their home islands, and many family members and family groups travel back to their home villages to maintain family ties.

Gifts are always exchanged, and there is weeping for joy and sadness and in anticipation of meetings in the future.

## Teachers' Notes

Some of the language in this unit is more complex and is not explained here; the examples are intended as authentic examples of what might be said at a farewell.

# UNIT 20: LESSON A

20A

## LEARNING OUTCOMES

The students will learn to:

- understand some of what happens of a Cook Islands farewell.

## RESOURCES

- Unit 20 DVD and transcript
- Unit 20 Audio CD and transcript
- OHT 1: Farewells
- *A Gift for Auntie Ngā* Ready to Read book
- *Īmene Takakē*: traditional farewell song, in *‘E Au Īmene Kūki ‘Airani nō Tātou i Aotearoa nei: Cook Islands Songs*
- OHT 2: *Īmene Takakē*: traditional farewell song.

## LESSON OUTLINE

### **Introduction and Revision**

Revise familiar words for saying goodbye.

Share the learning outcomes for this lesson: the students will discuss what happens at a Cook Islands farewell.

### **Learning Activities**

1. Show the DVD, up to where the presenter says “Ina is back in New Zealand ...” Ask the students to notice when people are doing or saying something special for a farewell occasion. As a class, discuss these. Are there speeches? Songs? Prayers? Gifts? Special food? What else? List these on the whiteboard.

Look through the story *A Gift for Auntie Ngā* together and note what happened at the farewell at the end. Add any new ideas for what is done at a Cook Islands farewell to the whiteboard.

2. Use tracks 79 and 80 on the CD and OHT 1 to support students saying new words and the structures:

Kia ‘akameitaki‘ia koe.

Bless you.

Ka mā‘ara‘ara atu au ia kōtou katoatoa.

I will think of you all.

Ka pure tātou katoatoa.

Let us pray together.

Te maromaroā nei au i te mea ...

I was sad because ...

Ka ‘inangaro au i te ‘akameitaki ‘ī ...

I want to acknowledge ...



Kia 'ārāvei viviki 'aka'ou tātou kātotoa.	May all we meet again soon.
Kia āru tō mātou aro'a i a koe.	Our love goes with you.
Kāre e ngaropōina iāku te taime i tō tātou ...	I will never forget the time when we ...
Te pure nei au ki te Atua kia tiaki mai i a rātou ka 'aere, ē rātou ka no'o mai.	I pray God to look after those who are going and those who stay here.

3. As a class, begin to plan for a farewell celebration. Consider the aspects of Cook Islands farewells listed on the board, and have groups of students volunteer to take responsibility for each aspect. They have lessons A and B to plan and prepare, and the farewell will take place during lesson C.
4. The whole class needs to join in singing the farewell song. Take the time to listen to and begin to sing along with *'Imene Takakē*:

### **Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to understand some of what happens at a Cook Islands farewell.

# OHT 1: Farewells

20A

aro'a	love
mā'ara'ara	think of, remember
mi'i	miss, miss very much
ngaropōina	forget
'ārāvei	meet
anoano	want, wish, need
tiaki	look after
āru	follow, go with
'inangaro'ia	need, desire
viviki	soon, quickly
'aka'ou	again, repeatedly
i te mea	because
kāre e ngaropōina iāku	I will never forget
'aere rā, kia manuia koe	goodbye and good luck

---

Kia 'akameitaki'ia koe.	Bless you.
Ka mā'ara'ara atu au i a kōtou katoatoa.	I will think of you all.
Ka pure tātou katoatoa.	Let us pray together.
Te maromaroā nei au i te mea ...	I was sad because ...
Ka 'inangaro au i te 'akameitaki 'ī ...	I want to acknowledge ...
Kia 'ārāvei viviki 'aka'ou tātou katoatoa.	May all we meet again soon.
Kia āru tō mātou aro'a i a koe.	Our love goes with you.
Kāre e ngaropōina iāku te taime i tō tātou ...	I will never forget the time when we ...
Te pure nei au ki te Atua kia tiaki mai i a rātou ka 'aere, ē rātou ka no'o mai.	I pray God to look after those who are going and those who stay here.

# OHT 2: *‘Īmene Takakē*

20A

## **‘Īmene Takakē**

*Traditional farewell song*

‘Ōatu te aro‘a

Te takakē nei tātou

Nā te reo karanga

‘Ōatu te aro‘a

### **Repeat**

#### ***Chorus***

Kāre e roa atu ana

E ‘ua ‘iti mai o te marama

Mē kāre pa‘a koe rava

Te vai nei rā ki mua

**Repeat the verse and then repeat its last line.**

*(English version of the words)*

The time has come

For us to part.

As the saying goes

It is a time to bestow love.

It will not be long now.

The moon will rise.

Time is short.

We will meet again.

# UNIT 20: LESSON B

20B

## LEARNING OUTCOMES

The students will learn:

- to say some suitable things at a farewell.

## RESOURCES

- Unit 20 DVD and transcript
- Unit 20 Audio CD and transcript.

## LESSON OUTLINE

### *Introduction*

Share the learning outcomes for this lesson: the students will practise saying some suitable things for a farewell and will finish preparing for the farewell ceremony.

### *Learning Activities*

1. Show the DVD focusing on Ina's letter. Ask the students to note down all the events that Ina remembers in her letter, and write these in a list on the board. View this section again, this time noting Ina's feelings and listing these beside the event.
2. Use track 80 on the CD and OHT 1 from lesson A to support students using the key phrases.
3. Talk about how the students might complete some of these sentences or link them into a paragraph. The students now go on preparing for the farewell next lesson.

### *Homework*

The students may like to bring special food or decorations with a Cook Islands theme to share at the next lesson.

### *Evaluation*

Have the students fill in checklists similar to the model below.

Today I learned:

- to say some suitable things at a farewell.

# UNIT 20: LESSON C

20C

## LEARNING OUTCOMES

The students will:

- take part in a farewell celebration.

## RESOURCES

- Whatever the class has prepared.

## LESSON OUTLINE

This should be an opportunity for the students to wind down and enjoy themselves. Songs of farewell can be sung, speeches made, prayers said if appropriate, and “gifts” exchanged, perhaps the ‘ei that the students have made.

It’s important that any guests who have been invited are well looked after, in the Cook Islands way, during the whole of their visit.

# AUDIO TRANSCRIPT UNIT 20

20

## *Track 79 Vocabulary for Unit 20*

aro'a

mā'ara'ara

mī'i

ngaropōina

'ārāvei

anoano

tiaki

aru

'inangaro'ia

viviki

'aka'ou

i te mea

kāre e ngaropōina iāku

'aere rā, kia manuia koe

## *Track 80 Dialogue: Farewells*

Kia 'akameitaki'ia koe.

Ka mā'ara'ara atu au i a kōtou katoatoa.

Ka pure tātou katoatoa.

Te maromaroā nei au i te mea ...

Ka 'inangaro au i te 'akameitaki 'i ...

Kia 'ārāvei viviki 'aka'ou tatou katoatoa.

Kia āru tō mātou aro'a i a koe.

Kāre e ngaropōina iaku te taime i tō tātou ...

Te pure nei au ki te Atua kia tiaki mai i a rātou

ka 'aere, 'ē rātou ka no'o mai.

## *Track 81 Song: "Īmene Takake"*

(Words of song are on OHT 2 for lesson 20 A.)

## SCENE 22

*The family is sharing a farewell meal. Grandpa stands up and gets everyone's attention. Then he addresses Ina.*

GRANDPA

Tomorrow, Ina, you will go back to New Zealand. We are all sad, but your mum, dad, and Ngatoko will be happy to see you. Before we eat, here is my prayer for you.

E Ina, apopo ka oki koe ki Niu Tireni. Ka maromaroa matou katoatoa, inara ka mataora toou mama, toou papa e Ngatoko i te kite ia koe. I mua ake tatou ka kaikai ei, teia taku pure poto no te mokopuna te ka oki atu.

*(Grandpa goes on to say a prayer.)*

GRANDMA

Ina, tomorrow you will be back in New Zealand with your mother, father, and brother. But you have a family here in Rarotonga as well. Don't forget about us, Ina.

E Ina, apopo ka oki atu koe ki Niu Tireni ki toou mama, papa, e te tungane, inara e kopu tangata rai toou i Rarotonga nei. Eiaa e ngaropoina ia matou.

INA

I won't forget you, Grandma.

Kare e ngaropoina iaku a koe e, Mama Ruau.

GRANDMA

I know you won't forget us! And we have a special gift for you, for when you are twenty-one.

Kua kite au kare e ngaropoina ia koe, ia matou.

E apinga aroa takake teia naau me tae toou mataiti ki e rua ngauru ma tai, na matou.

AUNTY KURA

This is our gift to you, Ina. We all agreed that you should have it. It is now your tivaevae.

Teia ta matou apinga aroa noou, e Ina. Kua akatika matou katoatoa kia oronga atu teia noou. Noou teia tivaevae.

INA

Oh thank you, Mama Kura, and thank you, Grandma. I am happy and sad all at once. I will never forget Rarotonga or you Kura, Pokoina, Teariki, Tuteru, and my best friend Moeroa ... O meitaki e Mama Kura, meitaki e Mama Ruau. Mataora e te maromaroa katoa au. Kare roa au e ngaropoina ia a Rarotonga, me kare i a koe e Mama Kura, Papa Pokoina, Teariki, Tuteru, toku oa piri mou ko Moeroa ...